

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180056

Grants.gov Tracking#: GRANT12659053

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180056

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (UW_Madison_IRIS_GEPA_Compliance_Statement1032368743)	e12
6. Grants.gov Lobbying Form	e14
7. Dept of Education Supplemental Information for SF-424	e15
8. ED Abstract Narrative Form	e16
Attachment - 1 (UW_Madison_IRIS_abstract1032368742)	e17
9. Project Narrative Form	e18
Attachment - 1 (IRIS_Title_VI_NRC_FLAS_Narrative_6_22_181032368745)	e19
10. Other Narrative Form	e69
Attachment - 1 (IRIS_Title_VI_NRC_FLAS_Other_Attachments__6_22_181032368784)	e70
11. Budget Narrative Form	e178
Attachment - 1 (IRIS_NRC__FLAS_Budget_2018_22_Final1032368744)	e179

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☐ Application
☒ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Board of Regents of the University of Wisconsin System

* b. Employer/Taxpayer Identification Number (EIN/TIN):

396006492

* c. Organizational DUNS:

161202122

d. Address:

* Street1:

Suite 6401

Street2:

21 N Park St

* City:

Madison

County/Parish:

Dane

* State:

WI: Wisconsin

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

53715-1218

e. Organizational Unit:

Department Name:

International Division Admin

Division Name:

International Division

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Ellen

Middle Name:

* Last Name:

Sapega

Suffix:

Title:

Professor

Organizational Affiliation:

The Board of Regents of the University of Wisconsin System

* Telephone Number:

(608) 262-2093

Fax Number:

* Email:

ewsapega@wisc.edu

PR/Award # P015A180056

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Institute of Regional and International Studies NRC/FLAS Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,194,792.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,194,792.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Board of Regents of the University of Wisconsin System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	128,470.00	129,715.00	130,972.00	132,241.00		521,398.00
2. Fringe Benefits	40,923.00	42,800.00	41,274.00	46,287.00		171,284.00
3. Travel	8,000.00	8,000.00	8,000.00	8,000.00		32,000.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	9,600.00	8,500.00	9,500.00	7,500.00		35,100.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	63,000.00	60,600.00	59,900.00	55,600.00		239,100.00
9. Total Direct Costs (lines 1-8)	249,993.00	249,615.00	249,646.00	249,628.00		998,882.00
10. Indirect Costs*	19,999.00	19,969.00	19,972.00	19,970.00		79,910.00
11. Training Stipends	279,000.00	279,000.00	279,000.00	279,000.00		1,116,000.00
12. Total Costs (lines 9-11)	548,992.00	548,584.00	548,618.00	548,598.00		2,194,792.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 53.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180056

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The Board of Regents of the University of Wisconsin System	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180056

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
BRENDA A EGAN	Managing Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
The Board of Regents of the University of Wisconsin System	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="The Board of Regents of the University of Wisconsin System"/> * Street 1: <input type="text" value="21 N Park St, Suite 6401"/> Street 2: <input type="text"/> * City: <input type="text" value="Madison"/> State: <input type="text" value="WI: Wisconsin"/> Zip: <input type="text" value="53715-1218"/> Congressional District, if known: <input type="text" value="WI-002"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="BRENDA A EGAN"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="BRENDA"/> Middle Name <input type="text" value="A"/> * Last Name <input type="text" value="EGAN"/> Suffix <input type="text"/> Title: <input type="text" value="Managing Officer"/> Telephone No.: <input type="text" value="608-262-3822"/> Date: <input type="text" value="06/22/2018"/>		
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PR/Award # P015A180056

Page e10

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

UW_Madison_IRIS_GEPA_Compliance_Statement1

Add Attachment

Delete Attachment

View Attachment

**University of Wisconsin – Madison
Institute for Regional and International Studies**

National Resource Center for International Studies, 2018-22

GEPA Statement

As part of its Strategic Framework 2015-2019, the University of Wisconsin-Madison invests in its people as one of the five strategic priorities and initiatives to ensure we are “fully equipped to address the complex problems facing the modern world.”

In strict accordance with Section 427 of General Education Provisions Act (GEPA), the Institute for Regional and International Studies (IRIS) actively solicits for consideration at any and every level of employment members of traditionally underrepresented groups. All IRIS openings are advertised to conform to EO/AA criteria. We systematically post and promote openings in forums that will increase exposure and strengthen access for minority candidates and candidates from all traditionally underrepresented groups. UW-Madison’s ten-year plan to advance and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework’s primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21 percent of faculty members and 14 percent of academic staff members were from underrepresented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2 percent for each during the last three years. Nearly 50 percent of UW-Madison faculty staff are women.

UW-Madison’s diversity and inclusion strategic plan addresses all aspects of increasing and sustaining access, retention and support for underrepresented groups in the areas of *gender, race, national origin, color, disability, and age*. In support of this dedication, the plan identifies the following goals: significant improvement in the representation and academic success of all ethnic groups among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences. UW-Madison continues to define diversity broadly in an effort to create a welcoming and inclusive community for people from every background – who as students, faculty and staff serve Wisconsin and the world.

IRIS is actively involved in minority staff and faculty recruitment efforts and its own diversity profile is very strong. Of 108 IRIS-employed or affiliated faculty and staff, 73% are women, and approximately 58% are racial/ethnic minorities or immigrants. Additionally, since 2010, 60 percent of the recipients of IRIS graduate and undergraduate awards have been women and 31 percent have been from minority groups. IRIS works proactively to maintain and increase access to these opportunities for underrepresented groups to realize and strengthen diversity and inclusion in area and international studies as well as in the related professional fields.

IRIS complies fully with Section 427 of GEPA not only in employment measures but

also by working to ensure access by students and the public to our programs and activities. As with all UW-Madison units, we are committed to providing accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

UW Madison has a variety of resources available to assist individuals with disabilities in accessing campus programs, services and activities. Formal accommodations are coordinated through the following offices:

- The McBurney Disability Resource Center partners with campus units to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment.
- The Office for Equity and Diversity Disability Coordinator for Employment coordinates a campus network of Divisional Disability Representatives (designated employees to assist employees with disability-related issues) to assist with accommodation concerns for employees.
- The ADA Coordinator in the Office of Compliance is available to assist visitors and guests to campus with their accommodation needs and serves as the campus ADA compliance officer.

UW-Madison maintains a current Veterans 4212 report and a current Affirmative Action Plan in compliance with federal guidelines. As part of our strategic plan's dedication to increasing support for nontraditional students, the UW-Madison Veterans Assistance and Military Assistance Center provides guidance to veteran students and employees and monitors campus compliance with statutes governing veterans' rights and benefits. The Center partners with local, state and federal organizations and agencies to ensure veterans at UW-Madison receive knowledgeable advice and services to ensure success.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Board of Regents of the University of Wisconsin System

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Ellen	<input type="text"/>	Sapega	<input type="text"/>

Address:

Street1:	301 Ingraham Hall
Street2:	1155 Observatory Drive
City:	Madison
County:	Dane
State:	WI: Wisconsin
Zip Code:	53706-1314
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(608) 262-2093	<input type="text"/>

Email Address:

ewsapega@wisc.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

University of Wisconsin-Madison

Institute for Regional and International Studies

National Resource Center, International Studies, 2018-22

Abstract

The Institute for Regional and International Studies (IRIS) at the University of Wisconsin-Madison is a leader in providing collaborative teaching, programming, outreach and research in the areas of international studies, global security and human rights and related policy studies. Our designation as a National Resource Center (NRC) will sustain, enrich and expand the interdisciplinary International Studies community of scholars at UW-Madison by providing top-quality international education and related resources. IRIS is positioned to advance the reach of International Studies by leveraging the strength of UW-Madison to develop a research initiative around the “New Approaches to Global Human Rights,” an area of inquiry that demands the undivided attention of an engaged global citizenry.

UW-Madison offers three undergraduate degree tracks in International Studies: *Global Security; Politics and Policy in the Global Economy*; and *Culture in an Age of Globalization*. The International Studies major, with a developing option in *Human Rights* to meet today’s complex challenges, provides the foundation for post-graduate careers in public service, business, non-governmental organizations or graduate study in a related field. These innovative degree paths transcend traditional academic boundaries to help students reach a more complete understanding of the world outside the University.

UW-Madison will introduce a master’s degree in International Studies during the next 4-year grant cycle that offers broad cross-disciplinary preparation for professional careers, while our Ph.D. minor in Global Studies allows doctoral students to pursue international studies to complement their primary discipline. Our broad academic-year and summer intensive language education curricula are designed to support students who will apply their skills in the field, with an emphasis on strategic languages and LCTLs. These degrees and programs help meet the growing national need for men and women who combine cultural understanding and a deep grasp of global challenges with advanced-level foreign language skills.

Our International Studies programs benefit from robust institutional support in the form not only of highly qualified faculty and staff, but also a wide variety of global outreach programs; major international events; a wide intellectual community; access to awards, scholarships and fellowships specific to global study; and our internationally renowned library system. IRIS partners with regional school districts, the Wisconsin two-year college system and regional Minority Serving Institutions (MSI) to engage and support regional teachers and students in an effort to highlight international subjects, opportunities and issues.

The impact of IRIS curriculum and programming at UW-Madison reaches far beyond the campus, the State of Wisconsin, or even the region. With our inspiring new emphasis on *Human Rights* as a demanding element of global security dynamics, we are dedicated to serving a national and even international constituency via our support for globally relevant research and graduates who will become key actors across a wide variety of demanding professional fields.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

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Introduction

The University of Wisconsin-Madison's Institute for Regional and International Studies (IRIS), formerly Global Studies, is a leading center for international studies education. A model for universities seeking structures, ideas, and best practices in our field, IRIS's overarching mission is to deliver and support teaching and outreach in cross-disciplinary international studies in order to ensure that our nation and the world will have a globally-aware citizenry and bona fide experts in global affairs and strategic languages.

We completed a comprehensive restructuring of area and international studies at UW-Madison in 2015, designed to strengthen Wisconsin's NRCs. IRIS will leverage 2018-2022 NRC support to expand, refine, and strengthen its undergraduate and graduate international studies curriculum, its instruction in strategic languages, and international studies outreach across the breadth of the field. Simultaneously, IRIS will sharpen its intellectual focus and lead a national reshaping of education in the specific area of evolving global human rights. This proposal is our action plan for accomplishing our goals.

1. Program Planning and Budget

A. Quality and Relevance. This center has two primary ambitions for 2018-2022: (1) Improve curriculum and instruction in international studies at all levels on our campus and elsewhere via programming and collaboration with partners – including K-16 teachers, schools of education, community colleges, and MSIs; and (2) Advance new approaches to global security education in the area of human rights. These ambitions are tightly connected. The quality and breadth of UW-Madison's resources supports these goals in a manner that leverages every invested dollar. Our goals' relevance to Title VI can be summarized as follows:

1. IRIS Advancing International Studies Education Broadly Defined. IRIS is well positioned to advance international studies on our campus and beyond. Led by a faculty director as well as by a full-time academic staff executive director, and five full-time assistant directors, each taking charge of a domain central to the purpose of the NRC, IRIS was designed for unparalleled success as an international studies center. We have five work areas, each overseen

by one of the assistant directors (for a complete discussion of center staffing, Section 2). These work areas are: *Students and Curriculum* (Sections 2 and 8); *Outreach* (Sections 2 and 9); *Programming and Communications* (Sections 2, 3, and 9); *Awards* (Sections 2 and 10); and *Business Operations and Grants Management* (Section 2).

Also reporting to the IRIS directors is an academic staff director of the *Wisconsin Intensive Summer Language Institutes* (WISLI). More detail on WISLI is provided later in this section and in Section 7. That we have woven summer intensive learning of less commonly taught languages (LCTLs) into the structure of our center and dedicate a highly qualified, full-time, university-paid staff member to lead its success, attests to the center's commitment.

The International Studies Major (IS Major), administered by IRIS, is one of the twenty largest majors in the College of Letters and Science at UW-Madison. All UW-Madison faculty members with teaching appointments in the IS Major are core members of our center (their tenure homes are in departments while half their teaching is with us – Section 2). During 2018-2022, we will strengthen the IS Major in manners that detailed later in this proposal. We introduce the IS Major here to highlight the quality of our center relevant to the campus curricular elements of Title VI.

IRIS provides high-quality graduate training in International Studies as well. We offer a Minor in Global Studies for Ph.D. students in any discipline and during this grant period, we will create an International Studies M.A. degree to serve students seeking government careers as well as mid-career professionals in public service and other fields who require advanced international studies and strategic language training (Section 8).

IRIS administers three major fellowship programs for graduate students in international studies—none of which overlap with vital FLAS awards. All are funded by the University and Title VI monies leverage and multiply their value: 8 to 10 annual *IRIS Graduate Student Recruitment Awards* (\$5,000 to recruit highest-quality graduate students, from any discipline, who are pursuing training in international studies by providing funding for research supplies and fieldwork; 10 annual *IRIS Fieldwork Awards* (\$3,000 each) designed to help graduate students

in any discipline establish a field site and conduct pre-dissertation field research; and 8 annual endowed ***Scott Kloeck-Jenson Awards*** (\$4500 each), which support a summer of pre-dissertation overseas fieldwork or internship by advanced graduate students working on *international social justice and human rights*. These impressive fellowship programs put IRIS front and center in our field in support for advanced graduate training

WISLI, our structure for summer intensive language instruction on the Wisconsin campus for a national audience, concentrates on strategic LCTLs. WISLI also marks our serious commitment to advanced, graduate training. About 200 students from around the nation study in our 8-week WISLI programs each summer, a majority are graduate students, many supported with summer FLAS fellowships from their institutions. WISLI is vital to the national effort to train future experts in strategic LCTLs. At no other institution is there anything close to WISLI's 27 strategic LCTLs—taught in an intensive environment at multiple levels every summer.

Our outreach programming for K-12 teachers, community college teachers, and the community, as well as our close partnerships with regional MSIs and with teacher training programs in our UW-Madison School of Education and other regional institutions, are of exceptional quality and directly support our NRC mission (as Section 9).

2. IRIS Leading New Approaches to Global Human Rights. It is important for a major international studies center to be strong across the board and to have a thematic identity, giving the center intellectual personality and vector, allowing it to lead the field in important directions. ***New Approaches to Global Human Rights*** will be our theme in 2018-2022.

For more than 50 years, “human rights” has been the dominant approach to the concepts of international equity and justice, but it is a dynamic field. In the 20th century, global human rights focused on protecting persons from torture, extra-judicial killing, genocide, forced disappearance, and other atrocities that destroyed people physically and psychologically. In the 21st century, we see a dramatic expansion and redefinition, driven by threats to life and liberty posed by global environmental change, mass refugee movements, and technological innovations that reshape the concepts of humanity. These new contours demand address by educators at

every level, even while we remain attentive to traditional threats.

Our specific plans for this theme can be summarized as follows: (a) modify the Global Security track in the IS Major by *changing the name of the track to Global Security and Human Rights* and integrating this line of inquiry into curriculum; (b) develop a *Human Rights Practitioner in Residence* program to expose students to world-renowned practical experts in human rights in addition to our first-rate faculty; (c) provide *curriculum development grants to junior faculty* affiliated with IRIS and the Human Rights program to expand their teaching and research capacity (Budget 3.1; & 8.11); (d) organize *campus and off-campus outreach events* specifically addressing the theme, “New Approaches to Human Rights” and (e) *establish an IRIS Distinguished Lecture Series* in partnership with UW-Madison Human Rights Program, featuring a different *Global Rights and Human Rights* sub-theme identified annually.

B. Development Plan. Since 2015, when we created IRIS from the more modest Global Studies, we have developed this NRC and FLAS proposal to achieve sustained strategic progress. Table 1-1 is a timeline of how we will introduce and sustain selected initiatives. Our proposal carefully integrates new ventures with growth and revitalization of ongoing projects, and careful maintenance of time-tested activities to build on foundational resources.

Table 1-1 outlines our comprehensive *major* planned activities during 2018-22, including references to sections where these activities are described and budgeted. Table 1-1 describes our activities systematically. **Activity 1**, creating a new FIG, describes an effort to recruit larger numbers of first-year undergraduate students into international education and international studies. **Activities 2-5** are about strengthening our IS Major and international education and career preparation for undergraduates across campus. **Activity 6** is a major new development – creating the M.A. degree program in International Studies. **Activity 7** is about bolstering national capacity in summer intensive LCTLs via WISLI. **Activities 8 and 9** describe major outreach collaborations with community colleges, MSIs, schools of education, and pre- and in-service teachers. **Activity 10** focuses on aspects of one of our highest priorities—collaborating with the UW-Madison School of Education. **Activity 11** describes our program of FLAS fellowships.

C. Cost Effectiveness. Our budget presents a cost-effective plan for strengthening international studies programming to serve UW-Madison faculty and students, the community, region, and nation. Considered alongside our timeline of major activities (Table 1.1), it demonstrates careful planning to realize a solid action plan with sensible investment. All activities leverage the University's remarkable investment in IRIS, by building on ongoing campus collaborations (e.g., the Human Rights Program and our School of Education), and by establishing partnerships with external institutions and constituencies. In addition to specific budgetary presented in the proposal, we have set aside modest amounts for travel to professional meetings (Budget 3.2), supplies (Budget, 5.0), communication and media (Budget 8.18), campus and off-campus events (Budget 8.1 - 8.6), and other necessary activities such as impact evaluation (Budget 8.10).

TABLE 1-1. TIMELINE OF MEASURABLE ACTIVITIES, IRIS, 2018-2022

Activity	2018-19	2019-20	2020-21	2021-22
1. Create a second undergraduate First-Year Interest Group (FIG) in international studies The new FIG's theme: <i>Global Human Rights in the 21st Century</i>. <i>Budget 8.16 & Section 8.</i>	Recruit a core IRIS faculty member to develop a FIG on Global Human Rights in the 21 st century. Obtain approval to launch in Fall 2019.	Teach the FIG course to 15+ first-year students beginning in Fall 2019. Apply to the campus FIG office for approval of a 2nd offering in 2020-21.	Teach the FIG course to 20 first-year students for the 2 nd time in Fall 2020. Recruit faculty members to rotate instruction for the course.	Teach the FIG course to 20 first-year students for the 3 rd time in Fall 2021. Apply for course approval in 2022-23.
2. Launch a bi-annual International Careers Boot Camp (ICBC), featuring career planning specialists from across campus and a panel of UW-Madison alumni engaged in a wide variety of international careers, <i>Budget 8.6 & Section 8.</i>	Organize the 1 st and 2 nd IRIS International Careers Boot Camps (for 30+ students) with the input of UW's L&S career advising center, SuccessWorks, the International Internship Program and the Language Institute.	Organize the 3 rd and 4 th IRIS International Careers Boot Camps (for 50+ students). Also, invite 10+ students from partner MSIs and community colleges in the area to participate.	Organize the 5 th and 6 th IRIS International Careers Boot Camps (for 50+ students). Also, invite 15+ students from partner MSIs and community colleges in the area to participate.	Organize the 7 th and 8 th IRIS International Careers Boot Camps (for 50+ students). Also, invite 20+ students from partner MSIs and community colleges in the area to participate.

3. Present International Career Discussions to promote interest in career best practices and experiences in broadly defined international service fields and industries.	Organize one career discussion per semester. Collaborate with SuccessWorks, the International Internships Program, and the Language Institute.	Organize two career discussions per semester. Collaborate with SuccessWorks, the International Internships Program, and the Language Institute.	Organize two career discussions per semester. Collaborate with SuccessWorks, the International Internships Program, and the Language Institute.	Organize two career discussions per semester. Collaborate with SuccessWorks, the International Internships Program, and the Language Institute.
4. Improve the undergraduate International Studies Major curriculum by converting the <i>Global Security</i> option to <i>Global Security and Human Rights</i>. <i>Section 8. (Budget 8.11).</i>	Submit detailed plans for restructured option to the College of Letters and Science Curriculum Committee. Approval expected Dec 2018.	Implement new option, allowing students who entered under old option to complete degrees. Increase by 1 course (over 2018-19) the number of available courses.	Collect data on effectiveness of new option through electronic surveys of students newly enrolled. Increase option offerings by 1 course (over 2019-20) the number of available courses.	Continue data collection on effectiveness. Increase option offerings by 1 course (over 2020-21) the number of available courses.
5. Establish a Distinguished Practitioner in Residence program (Distinguished non-academic expert to teach one semester each year). <i>Budget 1.3 & Section 6.</i>	Recruit for semester visiting appointment (Spring 2019) one Distinguished Practitioner in Residence in global human rights.	Recruit for a one-semester visiting appointment one Distinguished Practitioner in Residence in global human rights.	Recruit for a one-semester visiting appointment one Distinguished Practitioner in Residence in global human rights.	Recruit for a one-semester visiting appointment one Distinguished Practitioner in Residence in global human rights.
6. Transform our graduate curriculum by creating an International Studies M.A. degree program. <i>Section 8.</i>	Launch internal study of an M.A. program in <i>International Studies</i> , including optimal size, market, marketing, faculty staffing, advising options, and strategies.	Convene working group to write detailed plan. Submit to Graduate School, Fall 2019. Gain approval. Incorporate recommendations. Gain teaching and timetable commitments.	Ensure sufficient curriculum courses for Years 1 and 2, develop and launch a publicity and recruitment campaign during Fall 2020. Recruit first class in late Fall 2020 and Spring 2021.	First class enters UW-Madison in Fall 2021.
7. Expand and enhance the Wisconsin Intensive Summer Language Institutes (WISLI) to make this the premier domestic intensive summer program for strategic LCTLs. <i>Budget 1.2 & 8.12, 8.14; & Section 7.</i>	Increase total enrollments by 5%. Host 1 st Summer WISLI Alumni Event and Career Fair with Language Institute. Expand OPI testing across WISLI.	Increase enrollments by 5%. Continue OPI testing across WISLI.	Increase enrollments by 3%. Host 2nd Summer WISLI Alumni Event and Career Fair with Language Institute. Continue OPI testing across WISLI.	Increase enrollments by 3%. Continue OPI testing across WISLI.

8. Expand the thematic reach of our annual Community College Master Teacher Workshop in International Studies, focusing thematically on aspects of The New Global Human Rights. <i>Budget 8.4 & Section 9.</i>	Theme: <i>The New Global Human Rights: Rights to Place and Territory When Environmental Change Threatens Home.</i> Targeting 15 community college teachers from the Upper Midwest.	Theme: <i>The New Global Human Rights: Rights of International Migrants and of Destination Country Citizens.</i> Targeting 15 community college teachers from the Midwest.	Theme: <i>Human Rights and the Global Corporation: Do Fundamental Human Rights Stop at the Person?</i> Targeting 15 community college teachers from the Upper Midwest.	Theme: <i>Global Human Rights and the Non-Human: Higher Functioning Animals and Robotic Entities.</i> Targeting 15 community college teachers from the Midwest.
9. Expand Human-Rights-themed MSI Teacher Training Institutes to twice the number of MSIs, whose schools of education partner with us for pre-service and in-service teachers. (Currently: UW-Eau Claire, Alverno College, UW-Steven's Point, and St. Norbert's College.) <i>Budget 5.2 & Section 9.</i>	Hold MSI Teacher Training Institute for pre-service and in-service high school teachers on " <i>The Dark Side of Sugar</i> " with the UW-La Crosse College of Education.	Hold MSI Teacher Training Institute for pre-service and in-service high school teachers on " <i>Borders, Migration, and National Security</i> " with the Mount Mary University Department of Education.	Hold MSI Teacher Training Institute for pre-service and in-service high school teachers on " <i>International Children's Rights</i> " with the Concordia University School of Education.	Hold MSI Teacher Training Institute for pre-service and in-service high school teachers on " <i>The Power of Women to Affect Global Change</i> " with the Alverno College School of Education
10. Collaborate on international education efforts with our own UW-Madison College of Education <i>Budget 5.2, 8.16 & Sections 6 & 8</i>	Support the <i>Globalizing Education</i> FIG based in the College of Education and provide instructional materials support and guidance for Curriculum and Instruction 375, <i>Internationalizing Education</i>	Support the <i>Globalizing Education</i> FIG based in the College of Education and provide instructional materials support and guidance for Curriculum and Instruction 375, <i>Internationalizing Education</i>	Support the <i>Globalizing Education</i> FIG based in the College of Education and provide instructional materials support and guidance for Curriculum and Instruction 375, <i>Internationalizing Education</i>	Support the <i>Globalizing Education</i> FIG based in the College of Education and provide instructional materials support and guidance for Curriculum and Instruction 375, <i>Internationalizing Education</i>
11. FLAS Fellowships <i>FLAS Budget and Section 10</i>	Award 3 graduate student and 3 undergraduate student academic-year FLAS fellowships; award 12 summer FLAS fellowships, most of them for intensive study in WISLI	Award 3 graduate student and 3 undergraduate student academic-year FLAS fellowships; award 12 summer FLAS fellowships, most of them for intensive study in WISLI	Award 3 graduate student and 3 undergraduate student academic-year FLAS fellowships; award 12 summer FLAS fellowships, most of them for intensive study in WISLI	Award 3 graduate student and 3 undergraduate student academic-year FLAS fellowships; award 12 summer FLAS fellowships, most of them for intensive study in WISLI

D. Impact. The activities described in Table 1-1 will help students, faculty members, K-16 teachers, and citizens understand and cope with international challenges and foster awareness of the interconnections and interdependencies that increasingly bind global populations. Our new gateway FIG for first-year students (Table 1-1, activity 1) and the several significant revisions that we will make to our IS Major (activities 2 - 5) will have broad and deep curricular and learning effects, benefiting the 350+ enrolled IS majors. Our new M.A. degree program (activity 6) will be a great resource for the nation, preparing young persons for careers in government service, the military and education. WISLI (activity 7) offers preparation for nationwide constituencies in strategic LCTLs; it will grow its impact during the grant period as described in Table 1-1 and Sections 7 and 8. Our K-16 outreach and educational collaborations (activities 8 - 10) build on the historic Wisconsin Idea to internationalize the Upper Midwest and the nation. The FLAS fellowships we award (activity 11) will support some of the most promising students at UW-Madison to become experts. Section 3 demonstrates our proven record of supporting deeply qualified students; building on success; adjusting programming in response to assessment and measuring our impact to plan new initiatives. Table 3-1 summarizes our nationwide impact.

2. Quality of Staff Resources

UW-Madison is a national leader in international studies and the disciplines that contribute to the field. Of the 4,000 faculty and instructional academic staff members teaching at UW-Madison, 500 are associated with one or more of our international centers and programs, such as IRIS and UW-Madison's other NRCs. Thus, roughly 12 percent of all who teach at the university are described accurately as "internationalists." This speaks to the historic quality and sustained commitment of UW-Madison to international studies. While this wealth of available human resources is impressive, IRIS continually strives define an intellectually invested core faculty and staff. Our faculty and staff members (Appendix B) are made up of: (a) all who teach in our IS Major and/or will be closely involved in the International Studies M.A. program planned during this grant period; (b) all who teach the strategic LCTLs that will be central to this center's during the coming grant period; (c) all faculty and staff affiliated with the Human Rights

Program, our major campus partner; and (d) other faculty and staff members long connected with this center and intellectually invested in it.

A. Qualifications of Faculty. As Appendix B reflects, our faculty and staff come from many different colleges, departments and the library. IRIS faculty have published hundreds of academic books and essays in refereed journals and scholarly anthologies. (The citations in Appendix B are self-reported and space limited and so offer only a sampling.) Our faculty and staff affiliates have won many recent prestigious honors, including the APHA's Homer Calver Award for Leadership in Environmental Health (Dr. Jonathan Patz), Grawemeyer Award for Ideas Improving the World Order (Professor Scott Strauss), and Distinguished Teaching Awards (Professor Stephen Young), and a number of endowed chairs. UW-Madison relies almost completely on tenured and tenure-track faculty; we generally do not hire faculty members who are not eligible for tenure. Of our core IRIS faculty, 56% percent are tenured or tenure-track assistant professors, and 44% percent are professional academic staff, not faculty. Two-thirds of our faculty members are in the College of Letters and Science, but we have grown considerably in the School of Education and the Law School (Appendix B).

Professional Development Opportunities. Nearly all of our IRIS faculty and staff members had recent professional experience abroad with many trips funded by extramural grants (Appendix B). Other trips were supported through competitive applications to the Wisconsin Alumni Research Foundation, which has the largest internal research endowment controlled by any public university in America. New university faculty receive substantial start-up grants for research and curriculum development from the Graduate School. IRIS has worked to structure additional support for internationally-oriented faculty who are likely to become core members of our center. These start-up/recruitment grants averaging \$15,000 per year come from non-Title VI funds and are intended mainly to support international research by the new faculty member during her or his first few tenure-track years on campus.

Title VI funds significantly leverage our university and extramural resources. We are proud that our dean's office, in 2016 and 2017, provided IRIS with a total of \$300,000 in university

funds to award competitive IRIS Research Incubator Grants for Interdisciplinary Research in Area and International Studies. We received a total of 18 applications for these awards in 2016 and 16 in 2017. We awarded incubator grants to six UW-Madison faculty research teams in 2016 and four in 2017. The projects must include faculty members with experience and language competence in the international arena, and must include other faculty who have no such experience – thereby broadening our circle of internationalists. In addition, with the same purpose in mind, at least one member of each team must come from a discipline commonly associated with international studies (e.g., anthropology, geography, history, language and literature, political science) and one from a discipline not inherently invested in it (e.g., pathobiological sciences or structural engineering). Two representative projects illustrate the valuable interdisciplinary outcomes: *Exploring Miletus: Archaeology and Science at the Interface of Europe, Asia, and Africa* (a classicist and a microbiologist using different kinds of evidence to trace human migrations), and *Poles Apart? An Interdisciplinary Approach to Studying Climate Vulnerability in the Himalayas* (a geographer and two atmospheric scientists deploying global and regional analysis to map environment vulnerability). These grants do not use Title VI funds directly, but certainly complements and expands their impact – demonstrating how campus support can build on IRIS salient role as a NRC to reach heightened outcomes.

Teaching, Supervision, and Advising. All IRIS faculty are full-time teachers who devote at least half their time to instruction, supervision, and advising. UW-Madison does not make faculty appointments devoted solely to research, outreach, or administration. Our faculty surpass campus instructional and advising norms. Many travel overseas to mentor student research projects, lead study abroad courses, and organize workshops and conferences.

B. Staffing, Leadership and Administration. IRIS is governed by its faculty director and its academic staff executive director. They meet formally once a month with our faculty IRIS Governing Council, to whom they report (they also report to our Dean of the International Division). The Governing Council consists of eight internationalist faculty members elected by their peers connected to regional centers, ensuring world area balance. The faculty director of our

IS Major and our bibliographer serve as ex-officio members of the Governing Council.

The IRIS faculty director, Professor Ellen Sapega of the Department of Spanish and Portuguese (Appendix B) is a specialist in Portuguese language and cultural history who has had major research projects and field experience throughout the Lusophone world. She is formerly the director of our European Studies NRC. Professor Sapega has published 3 books and 30 scholarly papers in her field on historical and contemporary global connectivity. The faculty director receives a course release and temporary salary adjustment in compensation for service.

Our executive director position is permanent and non-rotating to ensure administrative continuity. The executive director is Dr. Ron Machoian (Appendix B), a highly experienced university teacher and administrator. Dr. Machoian has served in UW-Madison's International Division and teaches in our IS Major's *Global Security* track. Before joining UW-Madison, he served on the Strategic Studies faculty at the U.S. Air Force Academy, where he also was Director of International Education. Dr. Machoian is a former American Council on Education (ACE) Fellow, has published 2 books with university presses and several research articles.

We have budgeted NRC funds for half of the executive director's salary, but the salary of faculty director and PI Ellen Sapega is paid completely by UW-Madison (Budget 1.1).

IRIS has five full-time assistant directors: Mary Jo Wilson (Appendix B) is Assistant Director for Business Operations and Grants Management. Ms. Wilson has a Master's degree in Continuing and Vocational Education, and has devoted a large part of her career to administering intensive language programming for LCTLs. She oversees budgeting, finances, and university business operations. Ms. Wilson is paid entirely on university funds, but we have budgeted NRC funds for part of the salary of a financial specialist to assist her (Budget 1.1).

Center Staffing and Oversight: Outreach, Advising, Programming, and Fellowships. Our Outreach Coordinator is Nancy Heingartner. Dr. Heingartner, whose Ph.D. is in Slavic linguistics, has taught at several American universities, and served as a Foreign Service Officer. She manages the many outreach activities described in Section 9, and we have budgeted modest Title VI funding for one student hourly assistant in her support (Budget 1.4).

Our Assistant Director for Students and Curriculum is Dr. Csanád Siklós (Appendix B), an academic specialist in Scandinavian Languages and Literature. He is a full-time student advisor and manages our curriculum, including course listings, instruction, and instructional program reviews for the IS major and several international certificate programs based outside IRIS. He will be central to the design and implementation of our planned master's degree program. Dr. Siklós works closely with Molly Donnellan, our full-time IS Advisor (Appendix B).

Felecia Lucht (Appendix B) is the Director of the Wisconsin Intensive Summer Language Institutes (WISLI). Dr. Lucht has a Ph.D. in German and is a language pedagogy specialist and program manager extraordinaire. Her task is to unite our various summer intensive LCTL programs into a coherent whole and to build on what is already the country's strongest set of programs (by far) for intensive summer study of LCTLs.

Mark Lilleleht (Appendix B) has worked in this center since 2003. He is now Assistant Director for Awards, and serves as our FLAS coordinator. We have unified administration of internationally-oriented awards and fellowships under Mr. Lilleleht; he is our campus Fulbright officer and our oversees awards such as our Scott Kloeck Jenson Fellowships, our International Graduate Student Recruitment Awards, and our IRIS Faculty Research Incubator Grant program. Mr. Lilleleht holds a master's degree in African Languages and Literature from this university.

Finally, Sarah Ripp (Appendix C) is our Assistant Director for Programming and Communications. She manages our website, social media, and campus communications; organizes IRIS events (i.e., visiting lectures, gatherings of our faculty and staff); Ms. Ripp also brings a strong background in academic and international career advising to her position. She holds a master's degree in international administration.

As a center, we follow UW-Madison norms of faculty governance. We convene all faculty and staff affiliates at the start of every semester to maintain a sense of community and investment in the center's work. Affiliated faculty serve on all committees, including fellowships (FLAS and other), outreach, and our Governing Council. Professional schools are represented on

all committees, and all committees are balanced in terms of gender, race, and ethnicity.

C. Underrepresented Groups. As detailed in our GEPA statement, we are in strict compliance with Section 427 of GEPA. We actively solicit for consideration at any level of employment members of traditionally underrepresented groups and all job openings are advertised in conformity with EO/AA criteria (See GEPA Statement for complete statement of compliance).

3. Impact and Evaluation

A. Impact on University, Community, Region, and Nation. Inspired by the *Wisconsin Idea* of research, teaching, and public service, IRIS serves its constituencies as a resource for knowledge, training, and materials in international studies. Table 3-1 summarizes selected activities and impacts that we measure on a regular basis, some via our SWEPT assessment process and some independently of SWEPT (subsection C, below).

The SWEPT surveys detailed in subsection C, below, yield two summary takeaways that illustrate our deep impact: (1) The undergraduate and graduate international studies education and advising of this center, its support for K-16 teachers and teacher training, and its outreach programming deserves foundational credit for the internationalization taking place across the University and our state; and (2) Students trained in this center go on to use their training, including foreign language skills, to develop careers that help our nation meet priority needs in international education, policy making, and national security.

TABLE 3-1. SELECTED RECENT IMPACT ON UNIVERSITY, COMMUNITY, REGION & NATION

Activity	Impact	Indices
Preparing students for diverse international opportunities	Wisconsin ranks 1st in the U.S. in number of graduates entering the Peace Corps.	IRIS hosts several recruiting/advising events each year. 85 UW–Madison graduates served the Peace Corps in 2017, making UW the #1 producer of Peace Corps Volunteers (U.S. Peace Corps).
First-rate training of undergraduates in the International Studies Major, one of the ten largest in the university.	International Studies alumni possess accurate knowledge of global systems and apply it post-graduation in international careers.	330 students are currently majoring in International Studies. We have graduated more than 1,800 International Studies majors in the last ten years. Our students obtain internationally oriented jobs: GLOWS 1 tells us that 63% of our graduates use their international studies training in their current job, 33% use their UW-Madison language training in their current job, 40% travel internationally for work.

Generating campus enthusiasm for international studies via outstanding programming for students.	<p>Center is intentional about guiding first-year students to international studies; helps launch first-year students into curricular choices that will prepare them for internationalist careers, including careers as internationally attuned K-12 teachers.</p> <p>Wisconsin students highly aware of international studies fellowships, study abroad, advising, and other IRIS services</p>	<p>We created our International Education FIG in 2015, in the UW-Madison School of Education, giving 20 first-year students every year – future K-12 teachers – an integrated curricular introductory semester, taking three courses together, including core FIG course: <i>Globalizing Education</i>.</p> <p>Our assistant director for students and curriculum advises over 400 students per year on curricular options and opportunities offered by this center, while our assistant director for Awards reaches more than 500 students yearly seeking support for their international studies.</p> <p>Of 1,277 University seniors surveyed in GLOWS2 in 2016, 25% could identify specific IRIS activities and services, which is a high figure considering that all seniors were surveyed, including those <u>without</u> international interests. Of those who had taken advantage of this center's programming, 84% rated it good, very good, or excellent.</p>
Strong support for internationally oriented graduate students in multiple fields to prepare them for national leadership.	Recipients of center fellowships use awards from IRIS to launch successful international careers in a variety of fields that benefit the nation.	<p>53 students have received IRIS Graduate Student Recruitment Awards since 2015. 38 graduate students have received IRIS Summer Fieldwork Awards since 2015. 39 graduate students have received Scott Kloeck-Jenson Research Awards from the center since 2015.</p> <p>Of the 9 Scott Kloeck-Jenson awardees in the 2003 competition (15 years gives time for career development), 4 are professors, one is a community college administrator, 2 are in international businesses posted overseas, 1 is a U.S. Government economist, and 1 is unknown. Data from other years are entirely consistent with this 2003 snapshot.</p>
Supporting instruction of priority LCTLs to ensure availability for learners at all levels, providing the nation the expertise in strategic languages that it needs	More and more priority LCTLs are available for students to study on our campus in the academic year and intensively in our WISLI summer programs. Those who study priority LCTLs with the help of our center go on to apply their knowledge in areas of national need.	<p>All of our languages are priority LCTLs. 601 students enrolled in Korean, Turkish, Indonesian, Arabic, Persian, Portuguese, and Swahili during 2017-18, 122 of them at the 3rd-year level or beyond. Enrollment in WISLI summer intensive language courses is strong: 202 students studied 20 different languages in Summer 2017. Goal for 2018-22: Increase WISLI enrollments by 5% in yrs 1&2, and 3% in yrs 3&4.</p> <p>According to ASAS 1 survey, 40 percent of our alumni use the strategic LCTL they studied here in their work, including in government, education, and business.</p>
Extending the range of interdisciplinary international studies beyond their humanities and social science base	More UW-Madison faculty, staff, and students exposed to internationalism and the themes of this center in non-traditional fields.	<p>Title VI support from 2014-2018 helped us create human rights modules in all international internship programs of UW-Madison's Global Health Institute, reaching more than 200 students planning health careers.</p> <p>Goal for 2018-22: Support new programming with the UW-Madison Human Rights Program, based in the Law School (Section 2), thereby better extending our impact into the legal field and beyond.</p>

Outreach programs for K-12 teachers and students; outreach for post-secondary teachers, including in community colleges and MSIs	K-12 students given great exposure to internationalism; in-service post-secondary teachers trained in international studies; students and faculty in partner schools of education and MSIs given access to NRC expertise.	<p>In 2017, IRIS's World Appreciation Day for middle school students and its People in the World programming for high school students reached over 800 K-12 students. (Budget 8.2)</p> <p>Our annual Summer Teacher Workshops in International Studies, held at partner MSIs across Wisconsin, every year reach about 15 future teachers trained in the partner MSIs and about 45 in-service teachers from the area of the MSI and around Wisconsin.</p> <p>Our annual Community College Master Teacher Workshop, planned in conjunction with the University of Washington and with the support of Madison Area Technical College (MATC), provides an intense, two-day human-rights-themed workshop experience for 15 community college educators coming from across the Midwest. (Budget 3.2)</p>
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B. Equal Access and Treatment: Diversity is integral to the University's master plan, which builds on pre-college programs and financial aid to recruit and retain students from underrepresented groups, and uses post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. IRIS complies fully with Section 427 of the GEPA in employment and student and public access. Three examples suffice: (1) We work with faculty and students at the College of the Menominee Nation to support curriculum development; (2) Our People in the World program for high school students is designed to support the campus's pre-college program, PEOPLE, which targets disadvantaged communities, preparing students for college who otherwise might not have the opportunity; and (3) Since 2010, 60 percent of the recipients of IRIS graduate and undergraduate awards have been women and 31 percent have been minorities; we design selection processes to encourage this outcome (Section 10).

C. Evaluation Plan: In 2010, we created (with other Wisconsin NRCs, and funding from the University's International Division and the Office of the Provost) the nation's premier model for Title VI impact assessment and evaluation. The Standardized Wisconsin Evaluation Plan for Title VI (SWEPT) was created by UW-Madison sociology professor Ted Gerber, a Russian area studies faculty member and survey design specialist. This plan led to the creation of two replicable surveys, each carried out at intervals described below. ***The Global Learning Outcomes at Wisconsin Survey*** (GLOWS) surveys all sophomores and seniors currently enrolled at UW-Madison to measure the impact of Wisconsin's NRCs. GLOWS profiles our

center's student engagement across many areas: knowledge of programming and courses, incentives for studying languages, use of FLAS and other fellowship opportunities, international career ambitions and study abroad experiences.

The second SWEPT survey, the *Area Studies Alumni Survey (ASAS)*, surveys all known graduate alumni of all UW-Madison NRCs to obtain their opinions of the value of each particular facet of the center's programming, advising, language courses, area studies courses, FLAS and other fellowships, lectures and workshops. Equally importantly, ASAS obtains quantifiable data on the careers and international engagement of graduate alumni at various stages of their post-university lives. These are massive, data-rich surveys.

We conducted ASAS in fall 2011. Its results were highly instructive and are incorporated into this center's programming in ways described in subsection D below. ASAS repeats on a ten-year cycle—we will administer ASAS 2 in 2021 during this grant cycle. A ten-year cycle for an alumni survey is most appropriate because it captures graduates at various phases of their careers but does not burden them with too-frequent and thus underproductive queries.

GLOWS is conducted more often because we adjust programming to the dynamic needs and perceptions of students. Thus, we administer GLOWS every three years. GLOWS 1 was conducted in 2013 and GLOWS 2 in 2016. GLOWS 3 will be conducted during this grant period, in 2019. Data, findings, and evaluation plans developed from ASAS 1 and from GLOWS 1 and 2 are discussed below, primarily in subsection D.

This proposal is forward looking and does not make its case for future support based on past accomplishments. Nevertheless, impact and evaluation is about devising systems for measuring programming effects and modifying plans in response. SWEPT demonstrates that we have a solid impact evaluation system in place. Our plans for 2018-22 build on this established system. We have presented SWEPT along with many of our survey results in a multitude of settings, including twice to IFLE staff and once to an assembly of the directors and staff of all funded NRCs nationwide. We are told repeatedly that it is unmatched in its resolution and scope.

The cornerstone of our evaluation plan in this grant period is to administer GLOWS 3 in

2019 and ASAS 2 in 2021. Our budget (8.10) allocates funds in each of those years to cover shared costs of survey administration. We will use survey results in our Title VI reporting and to adjust future programs in response. Table 3-2 details our evaluation plan and goals for 2018-22.

We also evaluate outreach – school programming, teacher workshops, and our Community College Master Teacher Workshop—via anonymous participant surveys. All of our courses are evaluated each semester as per UW-Madison policies. Our assistant director for students and curriculum responds to data-driven assessment to improve programming. Several WISLI summer language institutes include OPI testing in their programs, including APTLII – our Arabic, Persian, and Turkish Language Immersion Institute, which provides students with the opportunity to take the ACTFL Oral Proficiency Interviews (OPIs). We will move in this grant period toward supporting increased OPI testing in WISLI courses. This center complies fully with protocols now in place to measure pre-course and post-course language proficiency for all FLAS fellows and tracks FLAS fellows post-graduation (Budget 8.12).

TABLE 3-2: IRIS EVALUATION PLAN, 2018-2022

Goal	Metric	Baseline	Baseline Data Source & Date	2018-2022 Target	Assessment Tool
Increase awareness for IRIS programming	Percent of undergraduate students and alumni reporting awareness of IRIS programming	Sophomores: 40% Seniors: 46% IRIS alumni: 95%	GLOWS 2, 2016 ASAS 1, 2011	Sophomores: 50% Seniors: 60% IRIS alumni: 100%	GLOWS 3, 2019 ASAS 2, 2021
Increase awareness of FLAS fellowships: all students	Percent of undergraduates and percent of all alumni reporting knowledge of FLAS	Sophomores 24% Seniors 30% IRIS alumni: 70%	GLOWS 2, 2016 ASAS 1, 2011	Sophomores 40% Seniors 50% IRIS alumni: 80%	GLOWS 2, 2019 ASAS 2, 2021
Increase percent of all students applying for <i>summer</i> FLAS fellowships	Percent of alumni reporting having applied at least once for a summer FLAS; Percent of seniors reporting knowledge of	IRIS alumni: 34% All UW-Madison seniors:	ASAS 1, 2011 GLOWS 2, 2016	IRIS alumni: 45% All UW-Madison seniors: 40%	ASAS 2, 2021 GLOWS 3, 2019

	summer FLAS	31%			
Increase <i>undergraduates</i> in IRIS activities beyond IS Major courses and FLAS	Percent of all sophomores and seniors who know about IRIS participating in <i>at least one</i> IRIS event	Sophomores: 14% Seniors: 26%	GLOWS 2, 2016.	Sophomores: 20% Seniors: 35%	GLOWS 3, 2019
Increase value of IRIS activities to <i>undergraduates</i>	Percent of undergraduates who have participated in an IRIS activity rating IRIS's work "good" or better	Sophomores and seniors (combined): 84%	GLOWS 2, 2016	Sophomores and seniors (combined): 90%	GLOWS 3, 2019
Improve training of students in IRIS target languages at advanced levels for jobs	Percent of all alumni reporting that IRIS provided language skills of professional use after graduation	IRIS alumni: 58%	ASAS 1, 2011	IRIS alumni: 70%	SAS 2, 2021
Increase centrality of IRIS to the student experience for those with at least some interest in global issues	Percent of sophomores and seniors who participated in an IRIS activity rating IRIS role in education very or extremely central	Sophomores and seniors (combined): 16%	GLOWS 2, 2016	Sophomores and seniors (combined): 20%	GLOWS 3, 2019
Increase percent of graduates employed in government or the military	Percent of IRIS alumni reporting ever having had a job in government or the military	IRIS alumni: 16%	ASAS 1, 2011	IRIS alumni: 25%	ASAS 2, 2021

D. Use of Recent Evaluations to inform Current Plan. ASAS 1, completed in fall 2011, questioned a random sample of 3,200 UW-Madison area and international studies alumni who had graduated since 1990 having taken at least 15 credits in area and international studies and/or a LCTL. Of the 1,150 persons who completed the survey (a 35% response rate), 60% had participated in at least some of our center's activities while students at UW-Madison. ASAS 1 produced a great amount of relevant data that informs our planning into the next grant cycle.

Our most striking finding from ASAS 1 was the bipolar nature of the distribution of UW-Madison alumni who had benefitted from our work: undergraduate alumni (93 percent had at least some knowledge of our center's programming), and – at the other pole – graduate student alumni who had received FLAS fellowships. Of this latter group, 85 percent said they were 'quite' or 'very' aware of the work of our center. However, graduate students who had not benefitted from FLAS fellowships, especially M.A. students, were much less familiar with the

work of the center (only 55 percent of this group were ‘quite’ or ‘very’ aware of what we do). Our decision to serve more completely M.A. students, who are likely to pursue professional careers in public service, is founded on this data. During this grant cycle, we will develop and begin an M.A. degree program in international studies (Section 8).

The other salient ASAS 1 finding is that our alumni overwhelmingly report that the skills they developed at UW have served them well in their work. The *majority* are now working in internationally related careers and employing specific skills our programs imparted: 77 percent report using international studies expertise gained from this center in their jobs; 50 percent travel abroad regularly for work; and a remarkable 41 percent regularly use languages learned here in their work. Sixty percent of our alumni are in education, but 34 percent have worked or do work in private business, and 16 percent have worked or do work in government. The M.A. degree program we are developing should bolster these latter numbers. Our relationship with UW’s Language Institute will maximize our efforts to guide students to the real-world needs of businesses, government, and community organizations. The Language Institute’s pioneering “Language Roadmap Initiative” will explicate specific foreign language and global competency needs of Wisconsin businesses and community sectors.

ASAS 2 will be administered in 2021 and again will reach all alumni who have graduated since 1990, repeating the 2011 ASAS 1 survey protocol for consistency. We expect ASAS 2 to inform future planning in the center just as ASAS 1 has done.

GLOWS, our triennial survey of all UW-Madison sophomores and seniors, will be administered in 2019 as GLOWS 3 in parallel in construction to GLOWS 1 & 2. GLOWS focuses UW-Madison undergraduate students awareness of our center’s several programs of study, language curriculum, advising and other internationally themed events and activities.

Because we administer GLOWS every three years and began in 2013, we are already able to identify areas where we used GLOWS 1 (2013) to alter programming, and then used GLOWS 2 (2016) to judge our success and vector further efforts. As an example, comparison of GLOWS data indicated that awareness of the center and participation rates in programming seemed

stubbornly mired at 2013 levels. We responded in earnest with increased investment to improve campus-wide communications. In 2016, we hired an assistant director for programming and communications and put our communication efforts fully into a wide variety of contemporary social media platforms to reach both students, as well as faculty, staff and members of the public of various ages and interests. In addition, we launched an entirely new, tablet- and smart phone-friendly website. These efforts in response will be measured by the 2019 GLOWS 3 survey.

E. How Activities Address National Needs and Inform the Public. All languages supported by this center are priority LCTLs. We serve the nation by building expertise in these languages, to advanced-level competence, and by training experts (including future teachers) in international affairs. IRIS programming, guided by the Wisconsin Idea that all knowledge developed in the University belongs to the public, is systematically geared for public dissemination, which we accomplish via a first-rate, archive-rich website, dozens of presentations for community groups every year and sponsored events in towns and cities across Wisconsin (Section 9).

F. Post-graduate Employment, Education, and Training in Areas of National Need. Our alumni go on to important positions in education, government, and business as shown in Table 3-1 (above). In addition, ASAS 1 tells us that fully 16 percent of our alumni have worked or currently work in government jobs. We expect the M.A. degree program we develop during this grant period to send even more of our graduates into government service (Section 8).

G. Matriculation into Advanced Language and International Studies Courses. WISLI (Sections 1 and 7) *exists* to speed progress of LCTL learners to advanced language proficiency. WISLI serves summer intensive learners nationwide; during the academic year, 20% of UW-Madison students enrolled in the languages we support (Korean, Indonesian, Arabic, Turkish, Persian, Portuguese and Swahili) are studying at the third-year level or beyond (Appendix C). In international studies courses, 38% of our non-language courses are at the 500 level or beyond—defined as advanced at UW-Madison (Appendix C). The developing M.A. degree will bring an entire new cohort of students into advanced study.

H. FLAS Fellowships and National Needs. All of our FLAS languages are priority LCTLs.

Our FLAS selection procedures (Section 10) are designed to increase the nation's supply of specialists who have mastered priority languages at the advanced level and higher. We have a strong record of placing our fellowships recipients in areas of national need.

I. Enrollments and Placement Data. Our course list (Appendix C) shows strong undergraduate and graduate enrollment; our IS Major is one of the 20 largest in L&S. We serve graduate students well by supporting curricular options and awarding upwards of 30 fellowships per year to promising internationalists across disciplines, while our master's program will drive even higher graduate enrollments in courses based in our center (Section 8). ASAS, our GLOWS alumni survey, scheduled again in 2021, gives us powerful placement data (Tables 3-1 and 3-2).

4. Commitment to the Subject Area

IRIS is part of the University's International Division, under leadership of the Vice Provost and Dean of the International Division, Guido Podesta. Our center director reports to the Vice Provost and Dean. Much of the University's direct financial support for this center comes through the Division. Dean Podesta, a former NRC director, is highly committed to IRIS success; his vision led to its expansion in 2015 from its predecessor, Global Studies. This close working relationship means that we also partner closely with the Division's other units: International Academic Programs (IAP – Study Abroad), the International Internship Program (IIP), and the Office of International Projects (developing international linkages). The Dean convenes monthly Division leadership meetings to ensure coordinated mutually supportive programming and efforts.

A. University Commitment to IRIS Operations. Sections 1 and 2 demonstrate the University's unparalleled support for the center. The salaries of IRIS' seven full-time faculty and academic staff specialists are supported entirely by University (non-grant) funds. In addition, the University funds half of the salary of our full-time executive director. UW-Madison's long commitment to international studies and this center's value to the campus explain this level of investment. Moreover, in each of the last three years, we have received upwards of \$250,000 in University and endowment funding for faculty research incubator grants

and graduate student fellowships (Sections 1 and 2). We have an expenses budget of approximately \$120,000 per year, used primarily for faculty recruitment support, computer and telecommunications costs, visiting lecturers, events programming, and support for area studies centers. We operate out of a suite of 15 offices in centrally located Ingraham Hall on campus.

B. University Commitment to Teaching Staff. UW-Madison's rich tradition of teaching foreign languages and international studies is outlined in Sections 6 and 7. Students in all fields can choose from dozens of international certificates and globally related degrees in such areas as global health, international engineering, globalized teacher education, international business, and global environment, to name only a representative few. In addition, the University provides the center with support for its role as administrator of the IS Major.

International studies teaching faculty are well supported by the University to maintain the institution's excellence. Our Research Incubator Grant program, already described, is funded entirely by the University and expands our circle of internationally engaged teaching faculty.

The IS Major has four permanent tenured and tenure-track teaching lines (these faculty are based in departments and do half their teaching there). Other specialists such as IRIS Executive Director Ron Machoian teach regularly in the IS Major. Our full-time undergraduate advisor in the IS Major, Molly Donnellan, is paid entirely from University funds, as are three teaching assistants per semester in our gateway course, *Introduction to International Studies*. In addition, for the last four years we have hired one distinguished visiting instructor per year, to supplement the Major's permanent teaching staff. Our faculty and teaching staff regularly participate in the UW Teaching Academy's popular Summer Institute and have developed internationally focused sessions for the Provost's annual Teaching and Learning Workshop

C. University Commitment to Library Resources in International Studies. Section 5, below, details the vast library and information resources available at UW-Madison. Beyond substantial direct financial support (Table 4-1), UW-Madison's funded partnerships with Cisco and Google Books ensures that our library resources are available digitally worldwide.

D. University Commitment to Linkages with Institutions Abroad. UW-Madison's

international programs bring in over \$10 million per year in federal, non-federal, and state grants, as well as in private philanthropy, an indication of the tremendous support provided by senior administration (Table 4-1). This center has direct ties to overseas institutions, but the fact that the University has an entire unit devoted to development of these endeavors, the Office of International Projects, also part of the International Division, signals the University's strongest possible commitment to international linkages. That office's most robust partnership now is with Nazarbayev University in Kazakhstan, where we are helping build the faculty and curriculum; several of this center's core faculty members have spent considerable time there in the past five years. In addition, IAP (the study abroad office), our major partner for linkages benefiting students, has direct programs in over 200 overseas universities and IIP has internship agreements for students with about 40 corporations and government agencies on six continents.

E. University Commitment to International Studies Outreach. IRIS maintains an active and engaged outreach program, detailed in Section 9, below. Of note is that our full-time outreach coordinator is paid entirely on University funds and International Education Week, which IRIS organizes for the campus, is supported entirely by the University at \$20,000 per year.

F. University Commitment to Students in International Studies. Consistently one of the nation's least expensive public research universities, UW-Madison bolsters its commitment to affordable, accessible international studies education through direct support to students.

UW-Madison is ranked third by the NSF in research expenditures (more than \$660 million annually) and second in number of Ph.D.s conferred each year. The university awards graduate students more than \$20 million annually in tuition waivers along with several million dollars in assistantships. Need-based grants and fee remissions vary substantially from year to year, but average well over \$10 million annually. UW supports graduate students with various fellowships and assistantships (Table 4-1); among them are the Scott Kloeck-Jenson (SKJ) Fellowships, which we administer and which provide more than \$250,000 for international research and internships since their inception. Nine years ago, IRIS partnered in a concerted campus effort to establish a policy to waive tuition and fees exceeding FLAS (and other federal

fellowship) payments. This effort was successful and we do not have to find funds to cover the tuition differential for FLAS fellowships we award. Finally, it is a strong testament to university support for International Studies that we have receive annual funding for 6-8 half-time graduate student project assistants (with full tuition remission) to work in IRIS and the area studies.

UW-Madison is in the top five public research universities nationally in sending undergraduate students abroad and maintains a robust network of global partnerships. In 2017-18, students studying abroad received nearly \$1 million in UW-Madison-funded support to help defray costs, an important consideration at a university where most students do not come from privileged backgrounds and where we want all students to have the opportunity to study abroad.

Table 4-1 outlines our institution’s generous support for these endeavors, including nearly \$16 million for teaching (about a quarter of which is for language instruction), \$4.9 million for library holdings and media technology, more than \$4 million for overseas linkages (including study abroad), and \$1.5 million for direct student assistance.

UW-Madison’s Strategic Framework – “For Wisconsin and the World: Focusing a Great Public University on Its Core Mission, Public Purpose, and Global Reach” – calls for all university educators to “prepare our students for a world that is diverse, global, and interconnected.” Table 4-1 outlines the substantial financial support we receive from university administration, including support for WISLI administration, the IS major, the doctoral minor in global studies, and support for language instruction. (The table does not include extramural grant funding as university support; a survey of active extramural grants shows that IRIS faculty have secured well over \$30 million in outside funding.) UW-Madison pays over \$1 million toward IRIS operations and provides \$27 million+ to IRIS-affiliated activities.

TABLE 4-1: UNIVERSITY SUPPORT FOR CENTER ACTIVITIES

Category of University Support	Annual Expenditure
Center operating costs: Salaries & fringes for faculty director, executive director, WISLI director, four assistant directors, International Studies Major advisor, and other staff; funding of project assistants; funding for supplies and expenses	\$1,340,000
Core teaching staff: Language and international studies instruction salaries (exclusive of fringe)	\$15,380,000

Support for libraries: Library acquisitions and technical services in international studies, international studies bibliographer salaries and fringes	\$4,800,000
Support for overseas linkages: Study abroad operational costs; campus Peace Corps representative costs; International Internship Program costs; Office of International Projects operational costs, Graduate School and other faculty travel grants; IRIS Faculty Research Incubator Grants	\$4,540,000
Support for outreach activities: Direct funding of International Education Week activities; support for other outreach supplies and expenses; salary and fringe benefits of outreach coordinator (Assistant Director for Outreach)	\$124,000
Student financial assistance: UW fellowships, research grants & practitioner internships in international studies; IRIS graduate student fieldwork awards and Scott Kloeck-Jenson Fellowships; study abroad grants	\$1,032,000
Total University Contribution	\$27,216,000

5. Strength of Library

A. Print and Non-print Resources. UW-Madison boasts the 12th largest research collection in North America, with total library holdings of 10.13 million volumes. In addition, UW-Madison libraries contain more than 75,000 serials, 6.4 million microfilm titles, more than 360,600 audio materials, and hundreds of thousands of government documents, maps, musical scores, and audio-visual materials. UW-Madison's libraries are ranked 25th overall by the Association of Research Libraries (ARL), which evaluates physical holdings as well as electronic resources and investment (our libraries have more than \$26 million in annual expenditures). Each year, our campus libraries have more than 4 million visitors and get about 80 million hits on online resources. Our center's support is necessarily specialized and strategic: with Title VI funds we ensure that UW-Madison's human rights collection is among the world's broadest and most relevant and includes many difficult-to-find-and-access materials (Budget 5.1).

B. English and Foreign Language Materials. About one third of the international collection is in languages other than English, an impressive figure, even for major research libraries, reflecting many decades of work by this center and other campus NRCs to build and maintain an international studies faculty and keep these faculty members at Wisconsin by ensuring they have the resources they need to do their work at the world-class level the country expects of them.

C. Undergraduate, Graduate, and Professional School Users. In the last decades, UW-Madison Libraries have responded to teaching and research interests in international studies-related areas as global security, global economy, genocide, human rights, migration, geopolitics, fair trade, global warming, and child labor by expanding major collections in these areas.

Consequently, our students at all levels, including the professional schools, have access to one of the greatest international collections in our field. UW-Madison Libraries' staff, including our international studies bibliographer, facilitate use of the collection through reference, research, liaison, and instructional services. Online aids, such as the globalization research guide, help students navigate complex international topics.

D. Institution's support for Acquisitions and Staff. In 2017, the Madison General Library System created an integral International & Area Studies Unit and allocated a total of \$1.46 million for International Studies collection development and technical services. The university pays all of the salary of the international studies bibliographer, Emilie Songolo. Ms. Songolo works with a team of six other area studies librarians and various technical support staff to maintain the system's entire international and area studies collection and facilitate its use. Few other universities employ as many international bibliographers. Table 4-1 encapsulates the institution's financial support for the library's international studies collection and librarianship.

E. Reciprocal Access. Wisconsin's libraries are major national resources that play a pivotal role in supporting research and teaching worldwide, as evidenced by its third-place ARL ranking in total interlibrary lending. When our faculty or students need additional materials, cooperative and reciprocal agreements with other universities ensure access through online and interlibrary loan options. UW Interlibrary Loan Service links to every institution of higher education in Wisconsin and uses new technologies to ensure that catalogs, databases, reference materials, government documents, and bibliographic management tools are available to staff, faculty, and students from anywhere in the world. UW-Madison remains an active member of consortia such as the Big Ten Academic Alliance (which comprises the 14 Big 10 schools plus the University of Chicago), CUWL (Council of the University of Wisconsin Libraries), and Hathi Trust, a collaboration of Big Ten Academic Alliance universities, the University of California system, and Columbia University to establish a digital repository to archive and share collections. These consortia enable UW to negotiate discounted database licenses, coordinate resource sharing, control expenditures, maximize expertise, and establish collaborative research

and preservation projects. Our regional bibliographers also have set up free exchange programs whereby foreign libraries supply to UW-Madison, publications from and about that country in exchange for our own library serials and monographs.

As a public institution, UW-Madison libraries provide service to the general public, including K-16 teachers, faculty, and students. This access enhances the larger community, enriches public and private schools as well as other public libraries across the state, and promotes economic development by providing the best information available on every subject. Our open-door policy sets no restrictions on in-house resource use, and state residents may establish borrowing privileges. Close to one million volumes are circulated each year, with 75 percent of interlibrary loan requests coming from outside Wisconsin. Electronic resources are a substantial part of our collections. Currently more than 40,000 journals are available electronically, accessed through 650+ databases in UW-Madison's online catalog.

6. Quality of Non-language Instructional Program

UW-Madison offers outstanding education and training in all fields. Internationalism has long been a Wisconsin hallmark. This university's leadership in international studies, recognized by the American Council on Education, also is reflected in its having 7 area studies centers, a host of nationally recognized summer intensive language programs organized by this center under WISLI (e.g., APTLII, CESSI, SASLI, and SEASSI), and dozens of other internationally oriented programs and centers. UW-Madison tied for 12th among public institutions in US News & World Report's 2018 edition of "Best Colleges" and 28th in the 2017 Shanghai Academic Ranking of World Universities; 23 of our doctoral programs ranked in the top 15 percent by the National Research Council in 2010, with another 13 in the top 25 percent. Most academic departments with which this center has close ties (e.g., Political Science, Geography, Sociology, Curriculum and Instruction, and many foreign languages) rank among the nation's best.

A. Course Offerings in a Variety of Disciplines. The range and quality of courses in our curriculum make it one of the country's most comprehensive in international studies. In the past two years, as Appendix C shows, we have taught 440 courses, spanning 92 departments in all

colleges, with a total enrollment of more than 54,000 students (graduate and undergraduate). The disciplines widely range from the humanities, to languages, to history, to all of the social sciences, to medical school courses in global health, to law school courses in human rights, to international courses across the School of Education.

In 2018-22, we will continue an initiative with the School of Education that began in 2015: the **International Education FIG** (First-Year Interest Group), a cluster of courses for first-year students who plan to apply for admission to the School of Education in their sophomore year and become K-12 social studies teachers. A FIG is a self-selected group of 20 first-year students who take 3 linked courses together to explore a theme in depth. The core course, *Globalizing Education*, will continue to be taught by Prof. Maggie Hawkins of the Department of Curriculum & Instruction. In this program, students explore the history and current practices that integrate international studies into K-12 social studies curricula and classrooms. The two other “connected” FIG courses are International Studies 101, *Introduction to International Studies* (own gateway course), and Anthropology 104, *Cultural Anthropology and Human Diversity*. The FIG will continue to be offered each year, with modest Title VI support for two elements: a Saturday colloquium during the semester, bringing 6 internationally experienced in-service social studies teachers to campus to share their knowledge and expertise (Budget, 5.2), and funds to offset a graduate assistant (Budget 8.16) to help with logistics.

We will use Title VI funds to make significant improvements to our already strong major. Most notably, we will create a *Practitioner in Residence* program in International Human Rights to bolster our redeveloped Security and Human Rights option in the IS Major (Budget 3.1). We will bring one accomplished human rights practitioner to campus annually to offer a one-semester International Studies course on a contemporary dimension of the field. Our practitioners in residence will be accomplished professionals and will spend a full semester in Madison: public servants, journalists, international lawyers, writers. After three years of Title VI funding, we hope to seed permanent endowment support for the program (Budget 1.3 and 8.11).

In addition, we will bring guest speakers and lecturers to campus with perspectives that cut

across disciplinary boundaries for the IS Major and graduate courses, including courses that will serve the interdisciplinary International Studies M.A. (Budget 8.1).

Courses in Professional Schools. We work in a variety of UW-Madison professional schools to increase global awareness and make courses on global issues available to students outside the more traditional international studies arena. The *Global Health Certificate* program is one that we have helped in powerful ways, providing seed funding from 2014-2018 to add an *international human rights component* to all internship courses. These courses satisfy a required field component for all Global Health Certificate students (there is both a graduate and an undergraduate certificate; both are practice-oriented) – so nearly all Global Health Certificate students study human rights issues in the context of a world region. We are proud to report that our 2014-18 seed funding for this initiative succeeded. Human rights modules are integrated into all Global Health internship courses. This means we can move on to invest Title VI funds elsewhere in 2018-22, but we remain close partners with the Global Health Institute. A selection of its Medical School and Nursing School global health courses are part of our course list, presenting international studies perspectives to health professions students (Appendix C).

Our close partnerships with the Law School, especially its vibrant Human Rights Program, and with the School of Education, are detailed elsewhere in this proposal.

At the Business School, Sachin Tuli, an IRIS teaching affiliate, has partnered with IRIS to restructure the International Business curriculum around the IS Major to enable a seamless double-major program and access to our area studies certificates. Professor Tuli is expanding partnerships and internships abroad for International Business students and bringing other Business School faculty into the international studies fold. We have budgeted modest funds to help support these initiatives (Budget 3.1).

B. Depth of Specialized Courses. IS majors take courses at all levels (Section 8 and Appendix C). Our graduate students, including those in our Global Studies Ph.D. Minor and those who will enter our new Master's Degree program in International Studies (Section 8) take courses and seminars from the 300- to 900- level across departments and professional schools, as approved

by their faculty advisors. Most advanced courses build on required lower-level prerequisites, with increased specialization and curricular depth at each successive level.

This center collaborates closely with other units on a novel program based in our Dean's office, the *Wisconsin International Scholars Program* (WISc). The program's coordinator, Melody Niwot (Appendix B), is based in IRIS. WISc is an undergraduate honors enrichment program for students majoring in any field but interested in global affairs, cultures, and languages. High school seniors are chosen to participate begin their WISc engagement just before the start of their freshman year and continue for 4 years through graduation. WISc activities include special seminars, faculty presentations, workshops, field experiences, and intensive one-on-one advising. The goal is to build global competence among students destined to become leaders across diverse fields. WISc signals this center's commitment to programs fostering deep instruction and true 4-year internationalization—for students majoring in a wide array of subjects from biomedical engineering or elementary education to finance or economics.

C. Teaching Faculty and Instructional Assistants. Nearly all of IRIS's core faculty (Appendix B) and instructors in our courses (Appendix C) are tenured or tenure-track, with temporary lecturers rarely employed. Obtaining a tenure-track appointment at the University of Wisconsin-Madison is a high achievement. We have hired a new assistant professor for the IS Major (details are being finalized; tenure-home will be in Sociology, but the hire is in IRIS and half of the teaching load will be in the IS major). We had 135 applicants for this highly competitive position, and we look forward to expanding our top-notch International Studies faculty.

All faculty with teaching appointments in the IS Major—they will also be among the core faculty of our new M.A. degree program – are high-caliber scholars and teachers. Three of the four (Straus, Young, and Simmons—Appendix B) have won distinguished teaching awards. Those who teach for IS but with appointments elsewhere (e.g., who teach cross-listed course) are similarly and first-rate teachers and outstanding leaders in international research fields.

We employ graduate teaching assistants (TAs) in only one of our gateway *Introduction to International Studies*. The 18 graduate students who have served in this capacity during the past

four years come from seven different departments, and have been uniformly excellent, as would be expected when they are competing, typically, with a dozen or more applicants for each slot and when they come from national top-ranked departments. Of these eleven now hold faculty lines in other colleges and universities and seven are still Ph.D. students.

D. Pedagogy Training of Instructional Assistants. Teaching assistants have ancillary roles, leading discussions in large lecture courses, conducting office hours, and evaluating student assignments. TAs are trained and supervised by faculty. All of our TAs meet formally with the IS 101 faculty instructor every week of the semester to discuss pedagogical challenges, course content, and student issues. The IS 101 faculty instructor observes each TA in the classroom at least once during the semester. We require equity training for all TAs and strongly encourage participation in the College of Letters & Science Teaching Assistant Workshop, focused on pedagogical and classroom policy matters. Nearly all of our TAs participate in these workshops.

E. Interdisciplinary Courses. The IS Major is fundamentally interdisciplinary. The required gateway course is taught in rotation by professors from political science and geography. Each of the tracks in the major includes a senior capstone seminar (one of which is taught by this center's executive director), all of which are interdisciplinary. Of the 440 courses listed in Appendix C, 126 (28.6 percent) are cross-listed in two or more disciplines. At the graduate level, our Ph.D. Minor in Global Studies and the planned M.A. degree program (Section 8) are interdisciplinary. The Master's degree will be anchored by required interdisciplinary seminars. Our partner programs on campus, such as the Global Health Certificate Program (for graduate and undergraduate students), the Global Human Rights Program, and the certificate programs of our area studies NRCs, are similarly interdisciplinary. The revised International Business program will *require* students to complete an international or area studies certificate, ensuring its graduates are exposed to international issues outside the realm of business and commerce.

7. Quality of Language Instructional Program

A. Languages and Levels. Students at UW-Madison may study one of the modern or classical languages during the academic year and/or summer, as well as one of WISLI's summer-offered

languages. The scope and quality of language learning on this campus was recognized in the 2018 *Best Colleges* ranking of innovative foreign language learning, where UW-Madison was ranked second in the nation for its outstanding and effective language programming.

One of the chief objectives of this center during 2018-22 is to grow and publicize our summer programming in WISLI (Section 1 and below) to the point that WISLI is known nationwide as *the primary destination* for intensive language learning in LCTLs.

WISLI currently represents five institutes: the Southeast Asian Studies Summer Institute (SEASSI), the South Asia Summer Language Institute (SASLI), the Central Eurasian Studies Summer Institute (CESSI), the Summer Intensive Portuguese Institute (SIPI), and the Arabic, Persian, and Turkish Language Immersion Institute (APTLII). Several of these institutes are sponsored by consortia of universities (Budget 8.7-8). Through the language institutes, WISLI offers 29 LCTLs intensely at the beginning and intermediate levels, 13 of which are offered also at the advanced levels. Additional advanced level courses are offered with sufficient student interest. 27 of the LCTL languages offered by WISLI have been identified as priority languages. Total enrollments in WISLI are typically in the 200-student range. Our goal is to increase enrollments to 250–300 students. WISLI is agile enough to address evolving demand for language instruction. We have budgeted Title VI funds help cover instructional costs in 3 of WISLI's priority languages: Turkish, Burmese, and Tamil (Budget 2.1). WISLI director Felecia Lucht works closely with each institute in development and administration. Most WISLI instructors are faculty or academic staff at UW-Madison, faculty at other universities who spend the summer with us, or trained language pedagogy specialists. We are requesting support for a student assistant to help with WISLI while learning about language instruction (Budget, 1.1).

UW-Madison has 5 prominent departments of languages, literatures, and cultures; 8 area studies centers covering every world region; a national Language Flagship (Russian); the Indonesian Flagship Language Initiative (IFLI). Additionally, the College of Letters and Science's has a Language Institute; a center for collaboration in research, education and advising related to the study of languages and is home to the interdisciplinary PhD Program in Second

Language Acquisition. Appendix C shows courses taught in our target academic-year (FLAS) languages: Arabic, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish. We focus Title VI support for academic-year languages on Arabic, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish, which are our academic-year FLAS languages. Each of these languages are spoken at points of great human-rights concern. All 7 of these languages will be taught every year at a minimum of 3 levels—beginning, intermediate, and advanced, with some (such as Arabic and Swahili) offered at the high-advanced (4th year) level. We have strong ties to the academic departments responsible for teaching these languages: African Cultural Studies (Arabic and Swahili), Asian Languages and Cultures (Indonesian and Korean), Spanish and Portuguese, and the Department of German, Nordic, and Slavic Languages (GNS – which adopted Turkish due to faculty expertise).

B. Enrollments. Enrollments in our target, academic-year languages are strong (Appendix C). WISLI summer enrollments are likewise robust. As an example, in summer 2017, WISLI had 13 students in Arabic, 11 students in Persian, 4 students in Uzbek, 35 students in Hindi, 18 students in Urdu, 19 students in Indonesian, and 18 students in Burmese.

Our objectives in 2018-22 are to increase the number of students—especially non-traditional language students, such as professional school students, first-generation college students and students from under-represented minority groups—in all of our target and WISLI languages. Targeting a large share of our FLAS budget to support summer intensive language learners is a primary tool to accomplish the first of these goals.

C. Courses in Disciplines Offered in Foreign Languages. At Wisconsin, a variety of courses are available in target languages beyond those in language, linguistics, or literature. The immersion environment of our summer Arabic, Persian, and Turkish Language Immersion Institute (APTLII), integrates training in history, civilization, and culture in the target language. Other WISLI summer institutes do likewise. UW-Madison’s Russian Flagship program offers language-across-the-curriculum courses. We strive to encourage students in the fields of science, technology, engineering, and mathematics to achieve foreign language proficiency. We target

students in non-traditional fields in our FLAS recruiting and also support study abroad programs that serve these populations. In addition, undergraduates at UW-Madison can choose to live in one of six language houses, including Arabic and Portuguese. Faculty directors and language program coordinators who live on the floors provide opportunities for language use and cultural learning in the International Learning Community (ILC).

D. Number of Language Faculty and their Pedagogy Training. Most languages at Wisconsin, are taught by permanent faculty and highly trained lecturers strongly committed to communicative and intercultural approaches to language teaching (Appendix B). Some introductory-level courses are taught by lecturers and TAs under the close guidance and tutelage of professors. Two of our academic-year target languages—Indonesian and Korean—are taught in the Department of Asian Languages and Cultures (ALC), home to UW-Madison’s LCTL Pedagogy Coordinator Erlin Barnard. Barnard, recipient of the prestigious Satya Abdi Budaya Award (2017), is a well-known specialist in language pedagogy applied to LCTL instruction. She runs workshops for LCTL instructors under her supervision. The Language Institute also holds regular pedagogy workshops, many of these geared for teachers of LCTLs.

Pedagogy Training. Wisconsin’s long tradition of supporting excellence in language teaching and learning is informed by national frameworks such as the World-Readiness Standards for Language Learning and ACTFL Proficiency Guidelines. Many instructors in our target languages have participated in ACTFL-sponsored workshops on performance-based teaching and oral proficiency testing. These ACTFL-trained faculty regularly offer training workshops for new TAs and other interested faculty on teaching method. Pedagogy is supported by the Language Institute, which fosters collaboration among language-teaching units on campus and sponsors workshops, conferences, and lectures on innovative teaching technologies, performance-based language teaching, and best practices in language assessment.

One key to WISLI’s successful immersive language institutes is our deep attention to pedagogy training for all persons hired to teach with us in the summer. WISLI director Lucht, a language pedagogy specialist, working with others on campus, presents a required pre-service

orientation week for all WISLI teachers before classes start. Here, instructors work together to develop and share performance-based instructional methods and techniques that highlight WISLI's unique intensive classroom environment.

E. Performance-Based Instruction. This center is committed to performance-based language training. Language faculty participate or lead pedagogical workshops that draw on current theories in SLA and national standards for language education. All academic-year language TAs at Wisconsin must participate in workshops on current methods (subsection D, above). All WISLI instructors, no matter their experience, must participate in the pre-service orientation.

Our Arabic, Persian, and Turkish Language Immersion Institute (APTLII), part of WISLI, illustrates our commitment. APTLII employs a student-centered, communicative, performance-based, and context-oriented approach. To integrate reading, writing, listening, and speaking with cultural skills, students sign a contract agreeing to use the target language exclusively in and out of class. At the end of each level of instruction, students demonstrate greater facility of communication, broader understanding of how to engage in historical and socio-cultural contexts, and expanded individual capabilities in adapting language skills for life-long learning. Our other summer institutes are similarly performance-based and one of our 2018-22 goals is to increase WISLI's OPI testing to measure progression toward mastery (Budget 8.12).

F. Resources for Language Teaching and Practice, and Proficiency Requirements. UW-Madison has excellent infrastructure for language instruction, including: state-of-the-art language labs and smart classrooms equipped with extensive audio, video, and online tools; an in-house cable system for broadcasting to classrooms and dorms; satellite television from most countries (including those broadcasting in our target languages); four media labs; extensive video conferencing facilities; and as indicated in Section 5, our vast library language collections. Evidence of the strength of UW-Madison's language programs is that according to data obtained through IPEDS (Integrated Postsecondary Education Data System, U.S. Dept. of Education Institute of Education Services), UW-Madison ranks first in the nation in the number of undergraduates who major in a language (when both 1st and 2nd majors are included).

All students majoring in International Studies must complete at least 5 semesters of one language at the university level. Many of our IS majors go well beyond 5 semesters or learn two languages. L&S requirements and Wisconsin standards for language also extend to preparation of K-12 foreign language teachers. Finally, all of our FLAS recipients must take pre- and post-program proficiency tests each year they receive a fellowship; this ensures we do not award second year FLAS support to a student who is not progressing toward language mastery.

8. Quality of Curriculum Design

A. Baccalaureate Degree Program. With 350 declared current majors and 126 undergraduate degrees awarded in 2016-17, the IS Major is one of the 20 largest in UW-Madison's L&S and the largest interdisciplinary major. The Major provides students with a range of courses on global political, social, cultural, and economic issues and requires specialization in one of three options: *Global Security*; *Politics and Policy in the Global Economy*; or *Culture in an Age of Globalization* (Table 8-1). Many of our students are committed internationalists who learn multiple languages, take courses beyond requirements and study abroad at least once.

Students are limited to a maximum of four courses from any one department. Most take courses in three or more departments to satisfy breadth requirements. The Major is rigorously structured and the resulting program provides specialization, depth, and breadth. It attracts some of the university's best students. In 2017-18, one of our majors was selected as a Rhodes Scholar finalist, one of the highest honors an undergraduate can achieve.

The Major's great strength is that it features diverse sets of concepts, methodologies, and literature on international matters while also providing practical training in languages and applied learning through study abroad and internship. The Major builds a foundation for students to explore a variety of post-graduation paths, including graduate or professional training, public service, and employment in the business or the nongovernmental sector (Table 3-1).

TABLE 8-1: INTERNATIONAL STUDIES MAJOR REQUIREMENTS

Prerequisites for all Students in the Major	
<ul style="list-style-type: none"> • Introduction to International Studies (4 credits) • Microeconomics and Macroeconomics (two courses total – 8 credits) 	

<ul style="list-style-type: none"> • A fifth semester college language course (one more than the University requires) • A minimum GPA of 2.0 • Selection and formal declaration of one of the Major's three options
Requirement for regional/area studies
<ul style="list-style-type: none"> • One regional/area studies survey course (3-4 credits)
Requirements in the Chosen Option at the Advanced Level
<ul style="list-style-type: none"> • Two courses in the chosen option at advanced level (from the option's list of four to six courses per semester offered on campus)
Requirement for Depth in the Chosen Option
<ul style="list-style-type: none"> • Fifteen credits, typically 5 courses, at the Intermediate/Advanced level, offering depth on issues in the chosen option (must come from option's list of 20-30 courses per semester.)
Requirement for Breadth in the Major (Electives bringing credits in the Major to 35)
<ul style="list-style-type: none"> • Three to four courses providing breadth across the field of International Studies; these courses must come from the lists of the <i>other</i> two options

We plan two important innovations to the Major during 2018-22. First, as described in Table 1-1, we will create a FIG on the theme ***Global Human Rights***, which will run every fall, increasing our capacity to recruit talented first-year students. The core FIG course will be taught by a faculty specialist in human rights. One linked course will be *Introduction to International Studies*, meaning FIG students begin satisfying Major requirements in their first semester. The other linked course will relate to the philosophy, history, and/or challenges of human rights.

Second, as described in Table 1-1, we will rename and revise the existing *Global Security* option to incorporate human rights as the reconfigured ***Global Security and Human Rights***.

B. Training for Graduate Students. Our **Doctoral Minor in Global Studies** is intended for Ph.D. students in any discipline who plan careers in international public policy, research, and education, as well as those interested in careers in government, media, and the private and nonprofit sectors. The minor emphasizes systemic approaches to globalization in an interdisciplinary context, thereby distinguishing itself from other internationally oriented Ph.D. minors and graduate certificates that emphasize particular parts of the world or specific aspects of trans-nationalism. The minor allows doctoral students to pursue study of globalization across disciplines as a complement to work in their own department. It should be noted that UW-Madison requires a Ph.D. minor of all students working on a doctorate, part of the institution's commitment to interdisciplinarity. Our Ph.D. Minor curriculum requirements are: 4 graduate-level courses or seminars outside the student's discipline, one from *each* of 4 approved lists, *Global Culture and Humanity* (humanities-based courses on globalization); *Global Commons*

(courses on transnational resources), *World Affairs and the Global Economy* (political economy courses), and *Global Citizenship* (equity- and rights-oriented courses). Our minor is one of the few graduate programs in the U.S. to offer structured preparation across the breadth of international studies for discipline-based Ph.D. students.

As discussed in Section 1, we will develop a **Master's Degree in International Studies** during 2018-2022. The curricular contours of the degree program will be developed by a faculty committee working closely with curriculum specialists in the Graduate School (Table 8-2).

TABLE 8-2: PLANNED INTERNATIONAL STUDIES MASTER'S DEGREE: CONTEXT AND CURRICULUM

Students to be served
<ul style="list-style-type: none"> Persons seeking broad, cross-disciplinary preparation for <i>international professional careers</i> of all kinds, including in business, government, security, aid and development, education, and the arts.
National need to be served
<ul style="list-style-type: none"> The nation requires in all branches of government and the military as well as in the private sector more professionals trained in international studies who have advanced-level ability in languages, especially LCTLs.
Staffing
<ul style="list-style-type: none"> Core faculty have teaching appointments in the IS Major plus 6 to 8 affiliates from the humanities and social sciences who have specific subject expertise. Academic-year language instruction will be in the language departments and during summer in WISLI or other approved programs. IRIS staff will administer this degree.
Distinguishing Qualities
<ul style="list-style-type: none"> All students must possess or reach <i>advanced-level proficiency in a language</i> other than English, and will be strongly encouraged to achieve <i>advanced proficiency specifically in a LCTL</i>. Students will be required to complete a <i>graduate study-abroad or internship program</i> during an intersession or the summer between the two years of the program. An alumnus working in the student's field will <i>informally mentor each student from the beginning of the program</i> to the end with an emphasis on preparation for professional application.
First-Year
<ul style="list-style-type: none"> Required 1-credit Orientation Seminar: International Studies at UW-Madison Required 3-credit Introductory Content Seminar: Interdisciplinary Internationalism and the Professions One language course each semester One course or seminar in the Fall, two in the Spring, in the student's track
Summer
<ul style="list-style-type: none"> Summer intensive language course (WISLI or approved program) at the second-year level or higher, <i>or</i> Overseas study or internship in the student's track (e.g. humanitarianism, security, education)
Second-Year
<ul style="list-style-type: none"> One language course each semester, typically at the third-year level Two courses or seminars in the Fall, one in the Spring, in the student's track Required Capstone Seminar in the Spring: Track and Career: <i>Professional Development for the World Ahead</i>

Our program of university-funded IRIS Research Incubator Grants for faculty at UW-Madison has involved, in every award, graduate students working under the direction of faculty in an inherently interdisciplinary environment. Teams supported by these grants must include

faculty, and their graduate students, from widely divergent disciplines. We require recipients of our graduate summer fieldwork awards in human rights and humanitarianism, the Scott Kloeck Jenson Awards, to report and present their findings each fall semester.

C. Academic and Career Advising. IRIS offers extensive advising support for degree and certificate programs, study abroad, research, internships, fellowships, and language study. Our Assistant Director for Students and Curriculum, Dr. Csanád Siklós, oversees academic advising at all degree levels, and Mark Lilleht, the Assistant Director for Awards, addresses fellowship and award advising. Dr. Siklós will be the advisor for our IS Master's Degree program as well.

The IS Major advisor is Molly Donnellan. A trained undergraduate peer advisor assists Ms. Donnellan. The peer advisor addresses routine advising, such as explaining degree requirements to students, while Ms. Donnellan performs critical, confidential, and IS Major career advising.

We hold regular informational sessions for prospective IS Majors as well as for graduate students interested in, or preparing, Ph.D. minors in global studies and/or applications for fellowships and awards such as FLAS and Fulbright. We offer collaborative graduate workshops on dissertation proposal writing, fieldwork strategies, and scholarly publishing and presenting. Our international careers advisor, shared with the Departments of Political Science and Sociology, holds advising hours for our students weekly. With Title VI support we will launch, each semester, an International Careers Boot Camp (ICBC) for undergraduates (Budget 8.6).

D. Research and Study Abroad. UW-Madison has a large study abroad office (*International Academic Programs*, or IAP), which is part of the International Division; IAP offers over 200 programs in 70 countries. In 2016-17 (most recent data), 2,152 UW-Madison students participated from more than 100 different campus majors. International Studies sends the fourth-highest number of students abroad in IAP programs. All of our graduate students conduct research abroad. In 2017 alone, our graduate students used awards to study in Lebanon, Germany, Mexico, Bangladesh, Switzerland, Tanzania, Uganda, the U.K., Myanmar, France, Taiwan, Poland, Thailand, Ghana, and Austria. To date, IRIS has funded 160 graduate students for overseas research and internships via our Scott Kloeck-Jenson scholarship, and another 100

through our Summer Fieldwork Awards. In addition to our own programs, we encourage students to study abroad or study language at other universities, including using summer FLAS awards to study a language intensively abroad.

E. Summer Language Programs. IRIS is very proud of WISLI, our summer intensive language-learning program. In order to extend access to WISLI to students elsewhere who do not benefit directly from Title VI, we plan to begin promoting our summer FLAS fellowship opportunities on other campuses; we have requested a relatively high number of summer FLAS awards for this purpose. We expect to offer half of our summer awards to students in non-Title VI institutions who will come to our campus to study. We have described WISLI and its director, Dr. Felecia Lucht, fully in Sections 2 and 7. IRIS is a collaborative supporter of the annual Summer Intensive Portuguese Institute (Budget 8.7).

9. Outreach Activities

Wisconsin has a rich tradition of international studies outreach. IRIS provides extensive outreach to in-service and pre-service teachers, schools of education, post-secondary institutions including community colleges and MSIs, businesses, and the public. Our Outreach coordinator, Dr. Heingartner, works with our Programming and Communication director, Sarah Ripp, to coordinate on-campus cross-regional and cross-departmental programming.

A. Faculty and Professional Schools are Involved in Outreach. Dr. Heingartner works closely with center-affiliated faculty, in particular with Maggie Hawkins, Professor of Curriculum and Instruction in our School of Education. Dr. Hawkins, who organizes our *Globalizing Education* FIG, helps connect IRIS with interested statewide teachers and school administrators.

Dr. Hawkins will chair our center's Faculty Outreach Committee for the first two years of the coming grant cycle; other members of this committee will be faculty who share our commitment to the Wisconsin Idea, including Dr. Tom Popkewitz, Department of Curriculum and Instruction, Dr. Alex Huneeus, Law School, and historian David McDonald. Dr. Heingartner will be the committee's executive director. Faculty are involved in our programming with MSIs, including the College of the Menominee Nation, schools and departments of education on

smaller campuses across Wisconsin, and our nearest community college, Madison College (MATC). IRIS also hosts many internationally themed community events conducted by faculty.

B. Significant and Measurable Regional and National Impact. IRIS is committed to impact assessment and constantly measures our outreach successes and areas for improvement (Table 9-1). Detail on *all* outreach activities is uploaded twice a year into IFLE's reporting system. Table 9-1 shows the reach and impact of representative major IRIS outreach activities during AY 2017-18, but *all* IRIS outreach events are evaluated at their conclusion. Our impact is substantial: in student and public understanding of global affairs; in teachers' capacity to address global issues in the classroom; and in the learning that peers institutions have gained from our innovative programming. Our *World Languages Day* has been emulated by at least a dozen colleges and universities after we began with the Language Institute 15 years ago (our 2006 National Conference on International Outreach promoted this concept). WISLI will host a biannual career fair to highlight opportunities with LCTLs and encourage advanced-level language study.

TABLE 9-1: SELECTED 2017-18 IRIS OUTREACH ACTIVITIES: IMPACT

Activity	Impact	Data Source
People in the World 2017: enrichment program on world cultures for talented HS students from disadvantaged & minority communities.	410 middle and high-school students from UW-Madison's PEOPLE (Precollege Enrichment Opportunity Program for Learning Excellence) spent 6 hours a wide range of globally-focused activities and presentations on every world region represented by an NRC at UW-Madison.	Head count and post-event evaluations submitted by teachers.
2017 IRIS International Film Series	260 students, faculty, staff, and community members attended films throughout the week-long film series featuring international films screened both on and off campus.	Head count and post-event evaluations
World Appreciation Day 2017: half-day enrichment program for middle school students and teachers	425 middle-school students and teachers from around WI spent a half-day at UW learning experiencing some of the cultural and historical bounty of our world. There were presentations on every world region represented by a UW NRC.	Head count and post-event evaluations
2017-18 K-12 classroom visits by IRIS Outreach	350 students and 30 teachers gain improved understanding of global affairs via 15 classroom presentations	post-visit evaluations
Annual K-12 Teacher Workshop with WI MSIs; 2017 w/Alverno College: <i>Overcoming Islamophobia in K-12 Classroom</i>	20 pre- and in-service teachers from around WI underwent a day of intensive programming by UW and Alverno College faculty and staff on global Islam and improving discourse about Islam in the K-12 classroom. Teachers will be better prepared to confront misconceptions about global Islam in the classroom.	Participant and partner school evaluations

C. Elementary and Secondary Schools. IRIS supports outreach programs focused on K-12

students and teachers. Each year we reach hundreds of pre- and in-service teachers and many

more of their students through classroom visits, workshops, professional development, and educator conferences sponsored by state organizations such as the Wisconsin Council for Social Studies (WCSS) and the Wisconsin Association of Foreign Language Teachers (Budget 5.3). We conduct workshops for K-12 teachers on broad international topics including: “Exploring Global Stories Locally: Migration Histories, Children’s Literature, and Wisconsin Experiences” (2015); “A Globally-Focused K-12 Workshop on Teaching and Learning for Children in Poverty” (2016); and “Overcoming Islamophobia in the Classroom” (2017).

We have reached 5,000 Wisconsin K-12 students through our outreach programming in the last three years alone. ***World Languages Day***, an event of the Language Institute that we co-sponsor, brings over 700 high schoolers from around the state to Madison for a day of programming on languages taught at UW. We also partner with the WI Department of Public Instruction for the biennial Global Youth Summit (GYS), which brings 175 high-school students and 50 teachers to campus from districts where the Global Education Achievement Certificate (GEAC) is offered. The GYS provides a 6-hour Saturday program with separate tracks for students and teachers to help internationalize their schools and communities (Budget 5.3). Other yearly outreach programs include the plethora of events connected to *International Education Week*; such as ***World Appreciation Day*** where UW-Madison faculty and staff give presentations to large groups of Madison-area middle school students – 400 students and teachers attended in 2017. We offer the annual ***World Cinema Day*** annually to 400-700 high school students, where we screen and discuss age-appropriate, award-winning foreign films (Budget 8.15). The Wisconsin Film Festival and other UW NRCs partner in this event.

In March 2018, IRIS Outreach, along with the African Studies Program, received a Baldwin Seed Project Grant from the Office of the Provost. IRIS will utilize the funds to create a Discovery Box Subscription Service that will offer curated collections of cultural items (textiles, books, music) from around the world and lesson plans, assembled by IRIS area-studies experts, to K-12 classrooms throughout the state and the region—free-of-charge. During the 2018-22 Title VI cycle, IRIS Outreach will build on the Baldwin investment with the goal of curating 10

additional discovery boxes per year and reaching 30 additional classrooms per year.

IRIS Outreach will spearhead and expand several programs during this cycle, examples include: The IRIS Teacher Advisory Panel/International Book Group, convened for the first time in late 2017. This features a group of 10 middle- and high school teachers from the Madison Metropolitan School District (MMSD) who read and discuss an IRIS-selected internationally focused book with a UW regional expert and then promote its use in local classrooms (Budget, 5.3). In 2018-22, IRIS will expand this program's reach to other regions (Table 9-2). Our "International Introductions" program will bring teachers and student groups from outside the MMSD to campus for customized programs that introduce them to UW-Madison's extensive international opportunities. In response to enthusiastic teacher input, we will soon begin a "roadshow" version of the International Introductions program, where IRIS Outreach and other UW internationalists will take the program directly into schools outside of the Madison area.

D. Post-secondary Institutions. IRIS provides diverse outreach programming to post-secondary students, teachers, and community members in Wisconsin, the Upper Midwest, and beyond. In order to offer meaningful training for post-secondary educators, particularly from community colleges and MSIs, we have designed a multi-faceted approach to ensure lasting impact.

Our annual *K-12 Summer Teacher Workshop with Upper Midwest MSIs*, started four years ago, will continue and expand (Table 9-2). So far, we have partnered with four MSIs to reach future and current teachers around the state. Each year the workshop focuses on an international theme selected with that year's partner MSI. Past MSI partner schools of education have been: UW-Eau Claire (2015), Viterbo University in La Crosse (2016), and Alverno College in Milwaukee (2017). During the 2018-22 grant cycle, our MSI partners will be: UW-La Crosse, Mount Mary University, Concordia University, and Alverno College (Budget 5.2).

We partner with MATC in an innovative program to expand access to international studies. MATC is a 2-year institution with an annual enrollment exceeding 40,000 students, which has created – with considerable support from IRIS – a 15-credit Interdisciplinary Global Studies Certificate. In 2015, to increase the number of globally-focused courses available to MATC

students, we jointly created the ***Community College Passport Program***. This program expands options for MATC certificate students by opening selected UW-Madison international and area studies courses to them for MATC credit. We continue to develop this program and have made significant strides to streamline initial enrollment (MATC Letter of Support).

Since 2015, IRIS, in partnership with the University of Washington and MATC, has hosted a ***Community College Master Teacher Institute (CCMTI)*** in Wisconsin each summer for 15 community college teachers. We continue to send two WI educators to Seattle each summer for their CCMTI and now host two WA educators at our own CCMTI. Each CCMTI focuses on a human rights theme and exposes community college teachers to cutting-edge work as well as a forum to interact on related issues with peer educators. Our 2017 CCMTI was on the subject of international child rights and child trafficking, and we hosted three expert practitioners in the field to lead it—a big success with great impact across the state (Budget 2.0).

Finally, IRIS will expand the impact of its outreach efforts throughout the upper Midwest and nation by continuing to participate in the ***Midwest Institute for International/ Intercultural Education's*** 2-year college faculty workshops on global topics (Budget 8.9). The Midwest Institute historically has served a diverse population, including community colleges that average 20-30 percent minority enrollments. Aggregate member colleges' student enrollment includes 21 percent African-American and 12 percent Hispanic students. For a list of planned IRIS outreach activities for 2019-2022, see Table 9-2.

TABLE 9-2. SELECTED PLANNED 2019-2022 IRIS K-16 OUTREACH ACTIVITIES

Mini-grants for WI teachers to attend the annual conference of the WI Council of the Social Studies	WI Council of the Social Studies	WI K-12 teachers and pre-service teachers
Global Youth Summit	WI Dept. of Public Instruction	WI high-school students and teachers
World Cinema Day (2 versions—one for high-school students, one for middle-school students)	Wisconsin Film Festival (WFF)	WI high-school students and teachers, WI middle-school teachers and students
World Languages Day	Language Institute	WI high-school students and teachers (Budget 8.3)
Summer Teacher Workshop at Minority-Serving Institutions	MSIs	WI high-school teachers and pre-service teachers

Community-College Master Teacher Institute (CCMTI)	University of WA, Madison College	Two-year, technical-, and community-college instructors from throughout the Midwest and beyond
IRIS Teacher Advisory Panel/International Book Group (Madison)	Madison Metropolitan School District	MMSD Teachers
IRIS Teacher Advisory Panel/International Book Group (for teachers statewide)	Wisconsin Department of Public Instruction	<u>Yr 1: Baraboo</u> area (CESA 5), <u>Yr 2: Fennimore</u> area (CESA 3), <u>Yr 3: Ashland</u> area (CESA 12), <u>Yr 4: Chippewa Falls</u> area (CESA 10)
International Introductions to UW-Madison (on-campus program for K-12 students)	Language Institute, International REACH, others	K-12 teachers and students from far-flung regions of the state
International Introductions ROADSHOW	Language Institute, International REACH	K-12 teachers and students located at least a 2-hr drive from Madison
IRIS Culture Box Program	NRCs, Provost's Office	K-12 teachers and pre-service teachers and students

Though the pervasive and lasting impact of our student- and educator-centered outreach is difficult to quantify, IRIS estimates that during the next Title VI grant cycle, the activities outlined above will reach well over 7,500 K-16 students and over 1,000 educators.

E. Business, Media, and the General Public. IRIS has a long relationship with the non-academic public community, highlighted by its leadership of *Inside Islam: Dialogues and Debates*, a media project that ran from 2008-12 in partnership with Wisconsin Public Radio. *Inside Islam* continues to be a rich on-line archive of more than 100 radio shows, 500 blog posts, and regional web pages covering Islam globally. During the next Title VI cycle, we will revive the *Inside Islam: Dialogues and Debates* blog. **This activity meets Title VI NRC Absolute Priority 1.** Building on this successful experience, we have continued digital approaches to public outreach, business, and media by preparing useful analyses of world affairs featuring work by our faculty on our website. We present local events that bring informed commentary on world affairs to large diverse Madison audiences. In 2017-18, we produced 30 public lectures and roundtables on current global affairs, reaching over 1000 members of the community. Public programs reach wide audiences—such as the weeklong *IRIS International Film Series*, produced annually during *International Education Week*, features films curated at both on- and off-campus venues, often with the filmmakers in attendance.

In October of each year, IRIS (and several area studies NRCs) co-sponsor the UNA-USA Dane County's annual public luncheon (Budget 8.17). In 2017, UW Distinguished Visiting Professor and author, Thierry Cruvellier, spoke; and in 2018, former WI Senator and author,

Russ Feingold, will present on human rights efforts in Central Africa.

In an exciting new venture, to address the specific needs of Wisconsin businesses working internationally, IRIS is partnering with the Wisconsin Economic Development Corporation, UW's Division of Continuing Studies, and UW's Latin American Studies Program to develop pre- and post-travel intercultural communication learning modules. Content will be region-specific and delivered collaboratively by educators and industry professionals to prepare business travelers to engage internationally with counterparts in business and industry.

10. How IRIS Meets Competitive Priorities

As outlined throughout the proposal, IRIS will meet all of the NRC and FLAS absolute and competitive priorities to fulfil its mission and according to its plan for the next four years.

NRC Absolute Priority 1. (1) Our Bachelor's and developing Master's degrees in International Studies and the Ph.D. minor by design bring together interdisciplinary perspectives that transcend traditional academic boundaries with an array of diverse curricula, perspectives, approaches and experiences. In addition to wide diversity among our faculty and staff, IRIS brings 50-75 guest speakers and lecturers to campus each year for various courses, outreach events, and public programs, thereby introducing competing viewpoints that represent and explore an even broader spectrum of identities, backgrounds, philosophies, experiences and policy positions. *(See Statutory Requirements Question 1; and Sections 1 & 8; and Table 3-1)*

(2) Our degree programs and many of our international workshops and career planning programs are designed deliberately to prepare students for public service in the international sphere. We emphasize the many opportunities presented by public service in the identified areas of need via our federal service careers office, integration of our professional schools into our programs, strategic language and international career fairs, and participation by a variety of representative career paths via members of our diverse staff and faculty and campus guests. UW-Madison offers wide access to international internships in related arenas during both academic year and summer terms to support career choices that are often in public service, business, or related non-profit sectors. *(See Sections 1, 8, and 9.B; and Table 3-1)*

NRC Absolute Priority 2. IRIS provides extensive outreach programming that incorporates a variety of world cultures, foreign languages and various intellectual themes to in-service and pre-service events and workshops for K-16 teachers, schools of education and other post-secondary institutions – including community colleges and regional MSIs. IRIS delivers training in how international and area studies, cultural themes and foreign language can invigorate classroom learning, broaden awareness and inspire students to seek further education. (*See Section 9*)

NRC Competitive Preference Priority 1. Our partnership in the *Community College Master Teacher Institute (CCMTI)*, and the *Midwest Institute for International/Intercultural Education's* faculty workshops extend international culture and language teaching skills to community college instructors hoping to inspire students toward globally engaged careers (Budget 8.4). IRIS has a collaborative initiative underway with Madison College via *Passport*, an effort to increase community college access to UW international studies and language courses. We work statewide with community colleges to increase instructor capacity in internationally focused subject areas. (*Section 1, Table 1-1 and Section 9*)

NRC Competitive Preference Priority 2. IRIS collaborates with our School of Education's international First-year Interest Group (FIG), supporting future classroom teachers as they gather pedagogical skills and subject-matter knowledge in the creation and delivery of globally relevant curricula in K-16 classrooms (Budget 16). We work with the College of Menominee Nation to deliver workshops and programming that similarly reaches MSI schools of education throughout the state. Many of our fellowships, grants and awards go to field projects and research that are sponsored and informed by undergraduate and graduate students in teacher education tracks in the School of Education. (*Table 1-1, activity 9; Table 3-1; and Section 6*)

FLAS Competitive Preference Priority 1. Our competitive process evaluates all applicants based on merit, but gives competitive preference to applicants who demonstrate financial need as indicated in the applicant's EFC. The IRIS FLAS coordinator works with the Office of Student Financial Aid to confirm status. (*See detailed explanation, Sections 11.B & 11.C*)

FLAS Competitive Preference Priority 2. IRIS will pursue applications from a diverse pool for

awards in our FLAS target academic-year languages – *all are strategic languages in the LCTL category*: Arabic, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish. (Section 11)

11. FLAS Awardee Selection Procedures

Our FLAS process is designed to select future leaders in government, business, the professions, and academia. IRIS will actively pursue applications from a diverse pool for FLAS fellowships in our target academic-year languages: Arabic, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish. We do likewise when we award summer FLAS fellowships.

Our target languages are of global import, particularly in the realm of human rights, and give IRIS a truly global geographic range. All are languages on the U.S. Department of Education's list of Less Commonly Taught Languages, meeting **FLAS Competitive Preference Priority 2**. Academic-year awards in Arabic and Turkish allow us to support study of trans-regional and global human rights across world regions. Korean, Indonesian, Portuguese, and Swahili allow us to support students working in zones of strategic interest with potential human rights hotspots.

Because our 27 WISLI languages are all strategically important languages in the LCTL category, we will award a good number of summer fellowships for use in WISLI. We will not require summer FLAS applicants to choose WISLI programs but we think most or many will. As a nation, we must find ways to bring larger numbers of students to high levels of proficiency in strategic languages. Intensive summer courses, when students have fewer academic obligations, are especially effective in this endeavor. Most of our WISLI languages also are spoken in areas of great concern to human rights specialists (e.g., Persian, Tamil, Khmer, Uyghur).

A. Advertising. Each fall we send flyers and emails broadly on campus to announce the FLAS competition, for posting, distribution, and inclusion in information packets and mailings sent to prospective students. IRIS offers several pre-application workshops and advising sessions for students, as well as widely broadcasting calls for applications campus-wide and beyond via web and social media resources. Our FLAS competition is announced to all affiliated graduate students and International Studies undergraduates, international programs staff, and graduate and undergraduate advisors across campus. We also post announcements prominently in professional

schools, the Multicultural Center, and campus diversity offices. We meet with advisors and faculty members in the School of Education, the International Business Program, the Law School, the School of Medicine and Public Health, the La Follette School of Public Affairs, and the Nelson Institute for Environmental Studies to ensure representation in the applicant pool. Each application season, we revisit advisors and faculty to develop new strategies to increase FLAS awareness in professional schools and among underrepresented groups. For summer awards, we will expand the range of advertising to colleges and universities that do not have Title VI support to encourage deserving students to study a LCTL in our WISLI program.

B. How Students Apply. Eight years ago we introduced a coordinated online FLAS application system that streamlines the submission of applications and references and improves FLAS screening, the selection process, awards management, and record-keeping. This system, because it is easy for students to use and share with each other, has greatly increased the visibility of FLAS Fellowships on campus. Thanks to the centralized portal, individual departments, including professional schools, can add the link to their own funding resource pages, yielding more applications from fields such as agriculture, health sciences, and education. Our online application is secure and confidential; records are accessible only by our FLAS Coordinator, the faculty selection committee, and the financial staff who implement the awards. Applications include the student's academic record, academic and career goals, statement of his or her need for language study, and references from faculty members or others who are in a position to judge the student's academic performance and professional promise.

Financial need will be calculated on the basis of the applicant's self-reported expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants will be encouraged during FLAS orientations and pre-application consultations to complete the online FAFSA to get their EFC number in time for the application deadline. Our FLAS coordinator will be able to confirm the student's EFC with the University's Office of Student Financial Aid, but the timing is such that confirmation must happen after applications have been submitted. Applicants will not be penalized if they choose not to submit

an EFC, but will not receive financial need points if they do not complete a FAFSA (below).

C. Selection Criteria. FLAS awardees must be full-time students in good standing, committed to international studies and language learning. Academic year recipients must enroll in the approved language and at least one international studies course each semester; summer recipients enroll in approved language courses only. All applications are scored on a 100-point scale: 50 points for academic record (transcripts, scores, letters, and language reference); 40 for proposal strength and language usage plans; and 10 on the degree to which the student has demonstrated financial need (10 points for students with an EFC showing need greater than half of anticipated tuition and fees, 5 points for students showing need, but less than half of anticipated tuition and fees). Only our FLAS coordinator (working with the Office of Student Financial Aid) will see the applicant's self-reported EFC, which he will convert to points (10, 5, or zero) before the faculty selection committee convenes. We will reserve 3 academic year and 2 summer FLAS awards for undergraduates, at the intermediate level or higher.

D. Selection Committee. Each spring IRIS convenes a diverse faculty selection committee of three persons collectively representing the following areas: language instruction, international studies, arts and humanities, social and natural sciences, and professional schools. The committee follows rules established in strict accordance with USED's FLAS guidelines and priorities. The committee evaluates candidates only on materials submitted, compiling ranked lists of the candidates based on weighted criteria described in subsection C, above.

E. Timeline. Publicity starts in early November each year. The online application system goes live at that time as well. The deadline to apply is in mid-February. Selection occurs in March and applicants are notified as soon as we receive budgetary approval from IFLE, often in April.

F. Fellowships Address Priorities. The process described above addresses and meets both **FLAS Competitive Priorities 1 and 2**, as already discussed above and in Section 10 of this proposal.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$269,992 Year 2: \$269,584 Year 3: \$269,618 Year 4: \$269,598

FLAS Request

Year 1: \$279,000 Year 2: \$279,000 Year 3: \$279,000 Year 4: \$279,000

Type of Applicant

☒ Single institution Univ. of Wisc.-Madison Institute for Regional and International Studies

☐ Consortium of institutions

- ☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input checked="" type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish



TABLE OF CONTENTS

NARRATIVE

Introduction	1
1. Program Planning and Budget	1
2. Quality of Staff Resources	8
3. Impact and Evaluation	13
4. Commitment to the Subject Area	21
5. Strength of Library	25
6. Quality of Non-Language Instructional Program	27
7. Quality of the Language Instructional Program	31
8. Quality of Curriculum Design	36
9. Outreach Activities	40
10. Meeting Competitive Priorities	46
11. FLAS Awardee Selection Procedures	48
Appendix A. Project Budget 2018-2022	
Appendix B. Biographical Profiles of Faculty/Staff & Consulting Personnel	
Appendix C. Course Offerings and Enrollments, 2016-2019	
Appendix D. Performance Measure Forms	
Appendix E. Letters of Agreement with Partner Institutions	
Appendix F. Position Description Templates	
Appendix G. Statutory Requirements: Diverse Perspectives	
Appendix H. Statutory Requirements: Areas of National Need	

UW-Madison IRIS LIST OF ABBREVIATIONS

ACTFL	American Council for the Teaching of Foreign Languages
ALC	Asian Languages and Cultures, Department of (UW)
APHA	American Public Health Association
APTLII	Arabic, Persian, and Turkish Language Immersion Institute (IRIS, UW)
ARL	Association of Research Libraries
ASAS	Area Studies Alumni Survey (SWEPT, UW)
BTAA	Big Ten Academic Alliance (Big Ten Plus consortium)
CALS	College of Agriculture and Life Sciences (UW)
CET	CET Academic Programs (Washington DC-based study abroad organization)
CESSI	Central Eurasian Studies Summer Institute (UW)
CLS	Critical Languages Scholarship (State Department program in Indonesia)
CMN	College of Menominee Nation (Wisconsin)
CCMTI	Community College Master Teacher Institute (IRIS, UW, University of Washington-Seattle)
CESA	Cooperative Educational Services Agencies (WDPI)
CSEAS	Center for Southeast Asian Studies (UW)
CUWL	Council of the University of Wisconsin Libraries (UW)
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
FIG	First-year Interest Group (UW undergraduate program of 3 linked courses)
FTE	Full-Time Employee (UW)
GHI	Global Health Institute (School of Medicine & Public Health, UW)
GEAC	Global Education Achievement Certificate (WDPI, IRIS)
GLOWS	Global Learning Outcomes at Wisconsin Survey (SWEPT, UW)
GNS	German, Nordic, and Slavic Languages, Department of (UW)
IAP	International Academic Programs (ID, UW: Study Abroad Office)
IB	International Business, Department of (Business School, UW)
ICBC	International Careers Boot Camp (IRIS, UW)
ID	International Division (UW)
IES	Institute for Environmental Studies, Gaylord Nelson (UW)
IFLI	Indonesian Flagship Language Initiative (NSEP/Boren program at UW)
IIP	International Internships Program (ID, UW)
IRIS	Institute of Regional and International Studies (ID, UW)
IS	International Studies (degree program of study, IRIS, UW)
L&S	Letters and Sciences, College of (UW)
LCTL	Less Commonly Taught Language
LRC	Language Resource Center (US Dept of Education program)
MATC	Madison Area Technical College
MMSD	Madison Metropolitan School District (WDPI)
MSI	Minority Serving Institution
NSEP	National Security Education Program (Defense Dept)
OPI	Oral Proficiency Interviews (ACTFL)
SKJ	Scott Kloock-Jenson Award (ID, UW)
SASLI	South Asia Summer Language Institute (UW)
SEASSI	Southeast Asian Studies Summer Institute (CSEAS, UW)
SWEPT	Standardized Wisconsin Evaluation Program for Title VI (UW)
TA	Teaching Assistant (UW)
UNA	United Nations Association
UW	University of Wisconsin-Madison
WCSS	Wisconsin Council for Social Studies
WDPI	Wisconsin Department of Public Instruction
WISLI	Wisconsin Intensive Language Institute (IRIS, UW)
WLR	Wisconsin Language Roadmap Initiative (LI Flagship, UW)

U.S. Department of Education, National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

CFDA 84.015A

National Resource Center for International Studies

Submitted by: Univ. of Wisconsin-Madison Institute for Regional and International Studies

P.I.: Ellen Sapega, Faculty Director, IRIS

Proposed Budget Four-Year Overview

	<i>base rates (Yr 1)</i>	Year 1 8/15/2018 - 8/14/2019	Year 2 8/15/2019 - 8/14/2020	Year 3 8/15/2020 - 8/14/2021
1. Personnel (1% salary increase per year)				
1. Administrative (Narrative, pp. 11)				
Ellen Sapega, Faculty Director, University funded, non-Title VI		\$0	\$0	
Ron Machoian, Executive Director 100% time in the center, 50% of salary (balance University) (Fringe benefits 33.3% = \$16,317 in Year 1)	\$98,000	\$49,000	\$49,490	\$
Csanad Siklos, Assistant Director for Students and Curriculum 100% time in center, salary = \$62,092, University funded, non-Title VI		\$0	\$0	
Mark Lilleleht, Assistant Director for Awards 100% time in center, salary = \$63,860, University funded, non-Title VI		\$0	\$0	
Mary Jo Wilson, Assistant Director for Business Operations 100% time in center, salary = \$63,819, University funded, non-Title VI		\$0	\$0	
Sarah Ripp, Assistant Director for Programming and Communications 100% time in center, salary = \$62,000, University funded, non-Title VI		\$0	\$0	
Felecia Lucht, Director of the Wisconsin Summer Language Institutes (WISLI) 100% time in center, salary = \$62,000, University funded, non-Title VI		\$0	\$0	
Financial Specialist, supervised by the Assistant Director for Business Operations 100% time in center, salary = \$45,000, 1/3 on this grant (Fringe benefits 42.5% = \$6,375 in Year 1)	\$45,000	\$15,000	\$15,150	\$
Student hourly assistant to help with WISLI programming (Narrative, p. 33) 10 hrs/week in academic yr, 20 hrs/week in summers	\$12.00/hour	\$6,720	\$6,787	\$
SUBTOTAL ADMINISTRATIVE		\$70,720	\$71,427	\$

2. Language Instructional (Narrative, pp. 32)				
Summer Lecturer in Turkish (APTLII)	\$50,000	\$12,500	\$12,625	\$
100% for 8 weeks (Fringe benefits 33.3% = \$4,163 in Year 1)				
Summer Lecturer in Burmese (SEASSI)	\$50,000	\$6,250		\$
50% for 8 weeks (Fringe benefits 33.3% = \$2,081 in Year 1)				
Summer Lecturer in Tamil (SASLI)	\$50,000		\$6,313	
50% for 8 weeks (Fringe benefits 33.3% = \$2,081 in Year 1)				
SUBTOTAL LANGUAGE INSTRUCTIONAL		\$18,750	\$18,938	\$
3. Area and Other Instructional				
Practitioner in residence in International Human Rights: to teach and connect undergraduate International Studies majors with careers		\$35,000	\$35,350	\$
50% time (Fringe benefits 33.3% = \$11,655 in Year 1)				
(Table 1-1, Activity 5, Narrative pg. 28)				
Graduate student hourly assistant to serve as a resource person to students enrolled in the International Studies FIG - costs shared with other NRCs		\$1,000	\$1,000	\$
(Fringe benefits 3.1% = \$31 in Year 1)				
(Table 1-1, Activity 1)				
SUBTOTAL AREA AND OTHER INSTRUCTIONAL		\$36,000	\$36,350	\$
4. Outreach Personnel				
Nancy Heingartner, Assistant Director for Outreach		\$0	\$0	
100% time in center, salary = \$62,400, University funded, non-Title VI				
Outreach Student Assistant (Student hourly) (Narrative, pg. 11)		\$3,000	\$3,000	\$
(Fringe benefits 3.1% = \$93 in Year 1)				
SUBTOTAL OUTREACH PERSONNEL		\$3,000	\$3,000	\$
SALARIES SUBTOTAL		\$128,470	\$129,715	\$1

2. Fringe Benefits (3.5% fringe benefit rate increase per year)				
33.3% of academic staff salaries (\$102,750 in salaries on Title VI, 2018-19)		\$34,216	\$35,768	\$
42.5% of university staff salaries (\$15,000 in salaries on Title VI, 2018-19)		\$6,375	\$6,664	\$
23.8% of teaching assistant salaries (\$51,000 in salaries on Title VI, 2018-19)		\$0	\$0	\$
3.1% of student hourly wages (\$10,720 in wages on Title VI, 2018-19)		\$332	\$368	\$
FRINGE BENEFITS SUBTOTAL		\$40,923	\$42,800	\$
3. Travel				
1. Foreign				
Faculty development in human rights: research/curriculum development travel support, one international studies assistant professor (Narrative, p. 4)		\$2,000	\$2,000	\$
Partnership/internship development in international business and human rights: Annual trip by one center staffer and one Wisconsin School of Business faculty member to establish opportunities for students to help private sector further human rights (additional funding from School of Business or other non-Title VI sources) (Narrative, p. 29)		\$2,000	\$2,000	\$
2. Domestic				
Conference travel by IRIS assistant directors: NAFSA or other domestic conferences in international studies/human rights (1 trips @ \$2,000 each)		\$2,000	\$2,000	\$
Conference travel support for International Studies Major faculty members (2 trips @ \$1,000 each)		\$2,000	\$2,000	\$
Travel by Assistant Director for Outreach to Community College Master Teacher Workshop in Washington state (Wisconsin and Washington have partner programs with some joint staffing and observation (Narrative, pg. 44)		\$1,000	\$1,000	\$
TRAVEL SUBTOTAL		\$8,000	\$8,000	\$

4. Equipment		\$0	\$0	
5. Supplies				
1. Library acquisitions, Memorial Library (Narrative p. 25)		\$4,000	\$4,000	\$
2. Teaching materials for presentations to future teachers in schools of education UW-Madison International Education FIG (Table 1-1, Activity 10; Table 3-1, and Narrative pg. 28)		\$300	\$300	
Presentations to education students at MSIs (Narrative, pp. 43)		\$800	\$600	
3. Teaching materials for teacher workshops International Studies workshops in Madison (Narrative, pp. 42)		\$500	\$500	
Annual Children's Literature Workshop (Narrative p. 43)		\$500	\$500	
4. Materials and booth rental for presentations at conferences for in-service teachers: Wisconsin Council for Social Studies, International Education Council of Wisconsin (Narrative, p. 42)		\$500	\$600	
5. Office supplies & printing: newsletters, poster, curriculum materials, etc. For symposia and lectures		\$1,000	\$1,000	\$
For teacher workshops / community outreach		\$1,000	\$1,000	\$
For WISLI Summer LCTL career fair		\$1,000	\$0	\$
SUPPLIES SUBTOTAL		\$9,600	\$8,500	\$
6. Contractual		\$0	\$0	
7. Construction		\$0	\$0	
8. Other				
1. Visiting speakers for international human rights seminars and courses (Narrative, pp. 28-29)		\$2,000	\$2,000	\$
2. People in the World: A College Readiness Day on World Regions for high school students from historically underserved communities (Table 3-1, pg. 15)		\$1,500	\$1,500	\$
3. World Languages Day Professional services (1 @ \$1,000), curriculum materials, and supplies (Table 9-2, pg. 45)		\$2,000	\$2,000	\$
4. Teacher workshops: Community College Master Teacher Institute: support for teachers to attend, room rental, and supplies (Narrative p. 47)		\$10,000	\$10,000	\$
5. Teacher workshops: K-12 teachers and prospective teachers support to attend, room rental, and supplies (Narrative, Section 9, p. 42-43)		\$2,500	\$2,500	\$

6. International Careers Boot Camp (Table 1-1, Activity 2, and Narrative pg. 39)	\$1,200	\$1,400	\$
7. Institutional cooperation: Summer Portuguese Institute (Narrative, p. 32)	\$1,000	\$1,000	\$
8. Institutional cooperation: Eastern Consortium for Turkish (Narrative, p. 32)	\$1,000	\$1,000	\$
9. Institutional cooperation: Midwest Institute for International Education (Narrative, p. 44)	\$2,500	\$2,500	\$
10. Impact and Evaluation of the NRC: SWEPT, GLOWS, ASAS (Narrative, pp. 17)	\$1,500	\$3,000	\$
11. Global Health and Human Rights: from classroom to practice (Table 1-1, Activity 4, and Narrative pp. 4, 28)	\$18,000	\$12,000	\$
12. External oral proficiency testing fees (\$140 per test) for WISLI students (Table 1-1, Activity 7, and Narrative pp. 17, 35) Test half of beginning level students only at end of instruction, est. 25 students per year	\$3,500	\$3,500	\$
Test half of intermediate and advanced students pre- and post-instruction, est. 25 students per year	\$7,000	\$7,000	\$
13. Community college international studies mini-grant program (Table 9-2)	\$4,000	\$4,000	\$
14. WISLI Summer LCTL career fair (Table 1-1, Activity 7) Venue: room rental and participant refreshment breaks	\$500		
Airfare for keynote speaker	\$600		
15. World Cinema Day (Narrative pg. 42)	\$1,200	\$1,200	\$
16. Events and Logistics Support: International Studies FIG courses School of Education Globalization FIG (Table 1-1, Activity 10, and Narrative pg. 47) International Studies Human Rights FIG (Table 1-1, Activity 1)	\$1,000 \$1,000	\$2,000 \$2,000	\$ \$
17. UNA-USA Dane County annual public luncheon (Narrative pg. 45)	\$500	\$500	\$
18. Communications and media support	\$500	\$1,500	\$
OTHER SUBTOTAL	\$63,000	\$60,600	\$
9. TOTAL DIRECT COSTS	\$249,993	\$249,615	\$2
10. INDIRECT COSTS (@8% of all direct costs)	\$19,999	\$19,969	\$
NRC GRAND TOTAL	\$269,992	\$269,584	\$2

U.S. Department of Education, Foreign Language and Area Studies Program

CFDA 84.015B

National Resource Center for International Studies

Submitted by: Univ. of Wisconsin-Madison Institute for Regional and International Studies

P.I.: Ellen Sapega, IRIS Faculty Director

Funds are requested for the study of: Arabic, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish

Proposed FLAS Budget Four-Year Overview

<u>Academic Year</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Graduate student awards			
Institutional Payment, 3 @ \$18000	\$54,000	\$54,000	\$54,000
Subsistence Allowance, 3 @ \$15,000	\$45,000	\$45,000	\$45,000
Undergraduate student awards			
Institutional Payment, 3 @ \$10,000	\$30,000	\$30,000	\$30,000
Subsistence Allowance, 3 @ \$5000	\$15,000	\$15,000	\$15,000
Total: Academic Year	\$144,000	\$144,000	\$144,000
<u>Summer</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Graduate student awards			
Institutional Payment, 12 @ \$5000	\$60,000	\$60,000	\$60,000
Subsistence Allowance, 12 @ \$2500	\$30,000	\$30,000	\$30,000
Undergraduate student awards			
Institutional Payment, 6 @ \$5000	\$30,000	\$30,000	\$30,000
Subsistence Allowance, 6 @ \$2,500	\$15,000	\$15,000	\$15,000
Total: Summer	\$135,000	\$135,000	\$135,000
FLAS GRAND TOTAL	\$279,000	\$279,000	\$279,000

APPENDIX B:

Biographical Profiles of IRIS Faculty and Staff



**Institute for Regional
and International Studies**
UNIVERSITY OF WISCONSIN-MADISON

**UW-Madison Institute for Regional and International Studies
Faculty and Staff Member Index**

Alatout, Samer	2	Olds, Kristopher	29
Alonso, Araceli	2	Palmer, Lindsey	29
Armstrong, Grant	3	Patz, Jonathan	30
Atapattu, Sumudu	3	Popkewitz, Thomas	30
Baird, Ian	4		
Barnard, Erlin	4	Ridgely, Steve	31
Brenner, Rachel	5	Ripp, Sarah	31
Brossard, Dominique	5	Robbins, Paul	32
Chamberlain, Michael	6	Sapega, Ellen	1
Charo, R. Alta	6	Seidman, Gay	32
Choy, Peggy	7	Sidel, Mark	33
Cleary, James	7	Siklós, Csanád	33
Collins, Jane	8	Simmons, Erica	34
Conti, Joseph	8	Solheim, Karen	34
Covington, Elizabeth	9	Songolo, Emilie	35
Coxhead, Ian	9	Stajkovic, Aleksandar	35
Cullinane, Michael	10	Stefanos, Sarah	36
Davis, Sarah	10	Strauss, Scott	36
Diprete-Brown, Lori	11	Tai, Steph	37
Donnellan, Molly	11	Taylor, Jolanda	37
Drewal, Henry	12	Thompson, Katrina Daly	38
duPerron, Lalita	12	Tochon, Francois	38
El-Nossery, Nevine	13	Tripp, Aili Mari	39
England, Samuel	13	Vargas, Alberto	39
Erbil, Nalan	14	Wilson, Mary JO	40
Evans-Romaine, Karen	14	Wink, Andre	40
Ewig, Christina	15	Young, Stephen	40
Fair, Jo Ellen	15		
Gade, Anna	16		
Geran, Jean	16		
Hawkins, Margaret	17		
Heingartner, Nancy	17		
Hirsch, Francine	18		
Huneeus, Alexandra	18		
Huntington, Rania	19		
Hutami, Ika	19		
Jacobs, Harvey	20		
Keller, Richard	20		
Klug, Heinz	21		
Larson-Guenette, Julie	21		
Layoun, Mary	22		
Lederer, Susan	22		
Lilleleht, Mark	22		
Lim, Byung-jin	23		
Lucht, Felicia	23		
Machoian, Ronald	1		
Madureira, Luis	24		
Mani, B. Venkat	24		
Martin, Lisa	25		
McKinnon, Sara	25		
Medina, Ruben	26		
Mellor, Scott	26		
Monette, Richard	27		
Mustafa, Mustafa	27		
Nelson, Adam	27		
Nesper, Larry	28		
Niwot, Melody	28		

Ellen Sapega

Institute for Regional & International Studies

Title: Faculty Director, IRIS; Professor (tenured)

Additional department affiliation: Spanish & Portuguese

Time devoted to IRIS: 100%

Education: Ph.D. Vanderbilt University, 1988; M.A. Vanderbilt University, 1986; B.A. Smith College, 1980

Academic Experience:

- **Teaching/Research interests:** 20th century Portuguese literature and culture
- **Number of dissertations/theses supervised:** 2
- **Classes taught:** PORT 330: History of the Portuguese Language; PORT 221: Introduction to Luso-Brazilian Literatures; PORT 451: Lusophone African Literature; Portuguese Modernism; Atlantic Exchanges; PORT 101-202: First-Second Year Portuguese; PORT 225-311: Third-Fourth Year Composition and Conversation; PORT 362: Brazilian Civilization
- **Recent Publications:**
 - Forthcoming *City of Disquiet: Imagining Lisbon at the End of the 20th Century.*
 - Forthcoming "Mining Memory's Archive: Two Recent Portuguese Documentaries about the Second World War" *Transnational Portuguese Studies* eds. Hilary Owen and Claire Williams. Liverpool: U Liverpool Press.
 - Forthcoming "Os 'sons' da lusofonia: A questão da língua em dois filmes de temática cabo-verdiana." *Narrativas Escritas e Visuais da Nação PósColonial*. Eds. Ana Mafalda Leite, Hilary Owen, and Carmen Tindó Secco. Lisbon: Edições Colibri.
 - 2017 "World War I and the Arts: The 'Geração de Orpheu' and the Emergence of a Cosmopolitan Avant-Garde" *E-journal of Portuguese History* 15(1): 15-34.
 - 2016 *A Comparative History of Literatures of the Iberian Peninsula*, Vol. 2. Ed. with César Domínguez and Anxo Abuín. Amsterdam: John Benjamins.

Field experience:

- **Languages:** Spanish (5), Portuguese (5)
- **Overseas experience:** Netherlands, Portugal
- **Pedagogical Training:** Ph.D. in Spanish & Portuguese

Honors/distinctions: Former Director, Center for European Studies; Recipient, Hildale Faculty Research Fellowship, Vilas Associate Award; Grant recipient, Education Innovation, Andrew Mellon World Literature/s Research Workshop; Former fellow, Institute for Research in the Humanities; Grant reviewer, Social Sciences and Humanities Research Council of Canada; Editorial board member, *Luso-Brazilian Review*; Editorial Advisory board member, *Pessoa Plural*, *Journal of Romance Studies*, *Textos/Pretextos*

Ron Machoian

Institute for Regional & International Studies

Title: Interim Executive Director, IRIS

Additional department affiliation: International Studies, International Division

Time devoted to IRIS: 100%

Education: Ph.D. University of Missouri; M.A. University of Missouri; B.S. California State University, Fresno

Academic Experience:

- **Teaching/Research interests:** Security Studies, Educational leadership, Culture as Strategic Influence
- **Classes taught:** INT ST 401: Revolution and Insurgency; INT ST 401: Culture, Strategy, and Security;
- **Recent publications:**

- Forthcoming "Race, Honor and Politics on the Hudson: One Cadet's Witness to Racial Integration at Old West Point."
- Forthcoming "Mapping an American Myth: The Black Hills Expedition of G. K. Warren, 1856."

Overseas experience: Belgium, Colombia, Germany, Israel, Japan, Qatar, Saudi Arabia, United Kingdom

Honors/distinctions: Director, International Safety & Security Office; American Council on Education (ACE) Fellow; Former director, International Education Programs, U.S. Air Force Academy; Chair, Business Services Division Engagement, Inclusion and Diversity (EID) Committee, UW-Madison; Former director, Culture, Climate and Diversity, US Air Force Academy; Secretary of the Air Force Committee on Region, Culture and Education

Samer Alatout

Community & Environmental Sociology

Title: Associate Professor

Additional department affiliation: Human Rights Program

Time devoted to IRIS: 50%

Education: Ph.D. Cornell University, 2003; B.B.A. City University of New York, 1992

Academic Experience:

- **Teaching/Research interests:** Social theories of power and government, Water politics in the Middle East, Environmental politics on the US/Mexico and Palestine/Israel borders
- **Number of dissertations/theses supervised:** 8
- **Classes taught:** IES 541: International Development, Environment, and Sustainability; IES 900: Water Politics and Policy under Globalization; SOC 915: Social Theories of Border
- **Recent publications:**
 - Forthcoming “Rethinking Neoliberalization as a Framework of Government: Territorializing and Populating Water Resource Politics.”
 - Forthcoming *From Border to Borderland: La Paz Agreement and the Two-Hundred Kilometers that Redefined Race, Environment, and Nation along the US/Mexico Border.*
 - 2012 “Revisiting the History of Water Politics and Policy in Israel: Policymaking under Conditions of Uncertainty” *Aridity, Scarcity, and Shared Water Resources: Arizona, Israeli and Palestinian Perspectives on Solving Water Management Challenges*, Eds. Sharon Megdal and Robert Varady. Paris: UNESCO.

Field experience: Israel

Honors/distinctions: Member, Executive Council, International Water History Association; Editorial Board, Political Geography; Editorial Board, Resilience: A Journal of Sustainable Critique; Postdoctoral Fellow, Dartmouth College

Araceli Alonso

Medicine & Public Health

Title: Associate Faculty

Additional department affiliation: Gender & Women’s Health, Global Health Institute, Human Rights Program

Time devoted to IRIS: 100%

Education: Ph.D. University of Wisconsin-Madison, 2002; M.A. University of Wisconsin-Madison, 1997; M.S. Minnesota State University, 1993; B.A. Universidad Autónoma (Spain), 1989

Academic Experience:

- **Teaching/Research interests:** Women’s health, Women’s rights
- **Classes taught:** GWS/INT ST 535: Women’s Global Health and Human Rights; Study Abroad: Global Health: Human Rights in Morocco
- **Recent publications:**
 - Forthcoming “Health by All Means: Women Turning Structural Violence into Health and Wellbeing. Philosophy and Theory of Global Health Practices”
 - Forthcoming “Sex Trafficking and Border Crossing in the Context of Migration”
 - 2017 “Gender and Community Wellbeing: Women Reversing Global Health Challenges and Gender Inequalities” *Foundations of Global Health Practice*, ed. Lori DiPrete Brown.

Field experience:

- **Languages:** Spanish (5), French (3), Swahili (2)
- **Overseas experience:** Kenya, Uganda, Morocco, Nigeria

Honors/distinctions: Director, UW UNESCO Chair on Gender, Wellbeing, & Culture of Peace; Founder/Director, Health by All Means; Recipient, United Nations Public Service Award; Director, Women’s Health and Social Issues for Women’s Knowledge International

Grant Armstrong

Spanish & Portuguese

Title: Assistant Professor

Time devoted to IRIS: 75%

Education: Ph.D. Georgetown University, 2011; M.A. Georgetown University, 2007; B.A. UC Berkeley, 2002

Academic Experience:

- **Teaching/Research interests:** Language, Cognition and Interaction, Syntax
- **Number of dissertations/theses supervised:** 2
- **Classes taught:** SPAN 320: Spanish Phonetics; SPAN 321: The Structure of Modern Spanish; SPAN 630: Generative Syntax; SPAN 815: The Lexicon- Syntax Interface in Spanish Linguistics; INTL ST-310 – International Studies Seminar: Spanish dialects through film
- **Recent publications:**
 - 2017 “Spanish participios activos are adjectival antipassives” *The Linguistic Review* 34(1): 1-37.
 - 2016 “Una ‘buena’ manera de hablar acerca de grados: bien con adjetivos en español” *Studies in Hispanic and Lusophone Linguistics* 9(2): 401-427, with Alberto Pastor.
 - 2016 “Towards a Theory of Pronominal Verb Constructions in Spanish.” *Inquiries in Hispanic Linguistics* eds. A. Cuza, L. Czerwionka, and D. Olson. Amsterdam/Philadelphia: John Benjamins, 21-38.

Field experience:

- **Languages:** Spanish (5), Yucatec Maya (4), Catalan (3), French (2)
- **Overseas experience:** Mexico, Puerto Rico, Spain
- **Pedagogical training:** Ph.D./M.S. in Hispanic Linguistics; Teacher Training Workshop in Yucatec Maya

Honors/distinctions: Grant recipient, UW-Madison, Georgetown Curriculum Modification; Faculty Senator; Co-Chair, Workshop on Romance SE/SI; Strategic Planning Committee; Language Proficiency Evaluator

Sumudu Atapattu

Law School

Title: Senior Lecturer

Additional department affiliation: Nelson Institute for Environmental Studies, Human Rights Program

Time devoted to IRIS: 50%

Education: L.L.M. University of Cambridge, 1998; Ph.D. University of Cambridge, 1995

Academic Experience:

- **Teaching/Research interests:** Environmental law, International law, Climate change and human rights
- **Number of dissertations/theses supervised:** 5

Classes taught: INT LAW 918: Climate Change, Human Rights, & the Environment; INT LAW 918: International Environmental Law

- **Recent publications:**
 - 2015 *International Environmental Law and the Global South* Cambridge University Press, co-editor with S. Alam, et.al.
 - 2012 “Judicial Protection of Human Rights” *Sri Lanka: State of Human Rights* Columbo: Law & Society Trust.

Field experience:

- **Languages:** Sinhala (5), French (2), Spanish (1)
- **Overseas experience:** Sri Lanka, Japan, Nepal

Honors/distinctions: Director, UW Law School Research Centers; Associate Director, Global Legal Studies Center; Fulbright-Hays Senior Research Scholar Award

Ian Baird

Geography

Title: Associate Professor

Additional department affiliation: Nelson Institute for Environmental Studies, Human Rights Program

Time devoted to IRIS: 50%

Education: Ph.D. The University of British Columbia, 2008; M.A. The University of Victoria, 2003

Academic Experience:

- **Teaching/Research interests:** Mainland Southeast Asia (Laos, Cambodia, Thailand); Political ecology; Human-environment relations; Boundaries and borders; Social movements, social theory, social and spatial (re)organization
- **Number of dissertations/theses supervised:** 22
- **Classes taught:** GEO 358: Human Geography of Southeast Asia; GEO/ENVST 337: Nature, Power and Society; ENVST/GEO 557: Development and Environment in Southeast Asia
- **Recent publications:**
 - Forthcoming "Secrecy, Falsification and Information Management and Control: The Party and State of the Lao People's Democratic Republic" *Journal of Contemporary Asia*.
 - Forthcoming "From Hill Tribe to Indigenous Peoples: The Localization of a Global Movement in Thailand" *Journal of Southeast Asian Studies*, with Micah Morton.
 - 2018 "Communal Land Titling Dilemmas in Northern Thailand: From Community to Beneficial Yet Uncertain and Risky Options" *Land Use Policy* 71: 320-328, with Chusak Witthayapak.

Honors/distinctions: Recipient, Institute for Research in the Humanities Fellowship; Faculty advisor, UW-Madison in Hmong Studies Consortium

Erlin Barnard

Asian Languages & Cultures

Title: Faculty Associate

Time devoted to IRIS: 75%

Education: Ph.D. Leeds Metropolitan University, 2004; M.A. University of Hawai'i at Manoa, 1989;

B.A. Malang State University (Indonesia), 1986

Academic Experience:

- **Teaching/Research interests:** Language Pedagogy; Materials Development; Second Language Acquisition
- **Classes taught:** LCA LANG 510: Sixth Semester Indonesian; LCA LANG 564: Sixth Semester Persian; LCA LANG 602: Eighth Semester Indonesian; LCA LANG 309: First Semester Indonesian; LCA LANG 409: Third Semester Indonesian; LCA LANG 509: Fifth Semester Indonesian; LCA LANG 601: Seventh Semester Indonesian
- **Recent publications:**
 - 2014 *Let's Speak Indonesia: Ayo Berbahasa Indonesia*
 - Introduction to the U.S. Educational System for Language Instructors*

Field experience:

- **Languages:** Indonesian (5), Japanese (4), Mandarin (4), Persian
- **Overseas experience:** Singapore, Malaysia, Indonesia, the Netherlands
- **Pedagogical training:** Ph.D./M.A. in second language acquisition

Honors/distinctions: Pedagogy Coordinator, Less Commonly Taught Languages; Recipient, The Chancellor's Award for Excellence in Service

Rachel F. Brenner

Center for Jewish Studies

Title: Professor

Additional department affiliation:

Time devoted to IRIS: 30%

Education: Ph.D. York University, 1986; M.A. Tel Aviv University, 1976; B.A. Hebrew University, 1968

Academic Experience:

- **Teaching/Research interests:** Modern Hebrew Literature, Holocaust literature and ethics
- **Classes taught:** Modern Hebrew Literature, Israeli literature, Representations of Women in Jewish Literature, Zionism from Inception to the State; JEWST 356: Jerusalem, Holy City of Conflict and Desire; JEWST 430: Holocaust: Testimony and Expressions

Languages: Hebrew

Honors/distinctions: Recipient, Kellet Mid-Career Faculty Research Award, Honored Instructors Award, Book Committee of the Jewish Federation of Greater Toronto Literary Scholarship Award

Dominique Brossard

Life Sciences Communication

Title: Professor/Chair

Additional department affiliation: Center for Science & Technology Studies

Time devoted to IRIS: 75%

Education: Ph.D. Cornell University; M.P.S. Cornell University; M.S. Ecole Nationale d'Agronomie de Toulouse (France)

Academic Experience:

- **Teaching/Research interests:** Intersections between science, media, and policy
- **Classes Taught:** LSC 625: Risk Communication; Developing Creative Messages for Media; JOURN 345: Principles of Strategic Communications; LSC 515: Public Information Campaigns and Programs

Recent publications:

- | | |
|------|--|
| 2018 | "How Do Policymakers and Think Tank Stakeholders Prioritize the Risks of the Nuclear Fuel Cycle? A Semantic Network Analysis" <i>Journal of Risk Research</i> 21(5): 599-621, with Nan Li, et.al. |
| 2018 | "Is Facebook Making Us Dumber? Exploring Social Media Use as a Predictor of Political Knowledge" <i>Journalism and Mass Communication Quarterly</i> with Michael A Cacciatore, et.al. |
| 2018 | "Ukrainian Nationalist Parties and Connective Action: An Analysis of Electoral Campaigning and Social Media Sentiments" <i>Information, Communication & Society</i> 1-20, with Larisa Doroshenko, et.al. |

Languages: French (5), Spanish (5), Italian (1), Portuguese (1)

Honors/distinctions: Faculty Affiliate, Center for Global Studies, Morgridge Institute for Research; Co-director, Science, Media and the Public (SCIMEP) research group; Fellow, American Association for the Advancement of Science

Michael Chamberlain

History

Title: Professor

Time devoted to IRIS: 50%

Education: Ph.D. University of California, Berkeley, 1992; M.A. University of California, Berkeley, 1986; B.A. University of California, Berkeley, 1982

Academic Experience:

- **Teaching/Research interests:** Social/cultural history of medieval Middle East, Islamic political movements
- **Number of dissertations/theses supervised:** 4

Classes taught: HIS 205: The Making of the Islamic World: The Middle East, 500-1500; HIS 225: The First Islamic Empire; HIS 439: Islamic History from the Origins of Islam to the Ottomans; HIS 858: Medieval Islamic Social History; HIS 225: Explorations in Third World History; Family and Gender in Medieval Islam

Field experience:

- **Languages:** Arabic (5), French (2)
 - **Overseas experience:** Egypt
-

R. Alta Charo

Law School

Title: Warren P. Knowles Professor of Law and Bioethics

Additional department affiliation: Human Rights Program

Time devoted to IRIS: 50%

Education: J.D. Columbia University, 1982; B.A. Harvard University, 1979

Academic Experience:

- **Teaching/Research interests:** Bioethics, Food and drug law, Health law, Law and medicine, Law and science, Legislative drafting, Reproductive rights law
- **Number of dissertations/theses supervised:**
- **Classes taught:** LAW 905: Bioethics & the Law; LAW 906: Law, Science & Biotechnology; LAW 940: Public Health Law
- **Recent publications:**
 - 2017 "The Trump Administration and the Abandonment of Teen Pregnancy Prevention Programs" *Journal of the American Medical Association - Internal Medicine* 177(11): 1557-1558.
 - 2017 "Human Embryo Editing: Opportunities and Importance of Transnational Cooperation" *Cell Stem Cell* 21(4): 423-426, with D.Q. Pei, et.al.
 - 2017 "Alternative Science and Human Reproduction" *New England Journal of Medicine* 377: 309-311.

Field experience:

- **Languages:** French (3), Spanish (2), Italian (2)
- **Overseas experience:** Argentina, Cuba, France, Germany, Australia, China, New Zealand

Honors/distinctions: Sheldon B. Lubar Distinguished Research Chair; Recipient, UW Chancellor's Distinguished Teaching Award, Wisconsin Law Journal "Women in the Law" Award; Co-Chair, National Academies of Science, Engineering, and Medicine Forum on Regenerative Medicine; Member, Lawrence Berkeley Laboratory Biosciences Expert Advisory Committee

Peggy Choy

Dance

Title: Assistant Professor

Additional department affiliation: Human Rights Program

Time devoted to IRIS: 50%

Education: M.F.A. University of Wisconsin-Milwaukee; M.S. University of Wisconsin-Madison; M.A. University of Michigan; B.A. Reed College

Academic Experience:

- **Teaching/Research interests:** South East Asian studies
- **Classes taught:** ASIAN AM/DAN 121: Asian American Movement; ASIAN AM 560: Afro-Asian Improv: Hip Hop and Martial Arts Fusion

Overseas experience: Java, Korea

Honors/distinctions: Founder/Director, Peggy Choy Dance Company; Chair, Library Committee, Dance Department, Asian American Studies Program Advisory Committee

James Cleary

Medicine

Title: Associate Professor

Additional department affiliation: Human Rights Program, Global Health Institute

Time devoted to IRIS: 50%

Education: M.D. University of Adelaide (Australia);

Academic Experience:

- **Teaching/Research interests:** Hospice and palliative care practice and education. Global pain policy, Access to pain medicines
- **Recent publications:**
 - 2018 “Pain and Policy Studies Group: Two Decades of Working to Address Regulatory Barriers to Improve Opioid Availability and Accessibility Around the World” *Journal of Pain Symptom Management* 55(2S): S121-S134, with M.A. Maurer.
 - 2017 “The Contribution of the International Pain Policy Fellowship in Improving Opioid Availability in Georgia” *Journal of Pain Symptom Management* 54(5): 749-757, with M.A. Maurer, et.al.
 - 2017 “Civil Society-Driven Drug Policy Reform for Health and Human Welfare-India” *Journal of Pain Symptom Management* 53(3):518-532, with N. Vallath, et.al.

Honors/distinctions: Director, Pain and Policy Studies Group; Program leader, Non-Communicable Diseases, Global Health Institute; North American editor, Palliative Medicine

Jane Collins

Community & Environmental Sociology

Title: Francis Perkins Professor

Additional department affiliation: Gender & Women's Studies, Institute for Research on Poverty

Time devoted to IRIS: 75%

Education: Ph.D. University of Florida, 1981; M.A. University of Florida, 1978; B.A. University of Virginia, 1976

Academic Experience:

- **Teaching/Research interests:** Culture, Gender, Economic change and development
- **Number of dissertations/theses supervised:** 12
- **Classes taught:** SOC 925: Labor Studies for the 21st Century; SOC 940: Commodities in the Global Economy; SOC/CESOC 540: Sociology of International Development, Environment & Sustainability; CESOC 341: Labor and Food Systems in the Global Economy
- **Recent publications:**
 - 2017 *The Politics of Value: Three Movements to Change How We Think about the Economy* University of Chicago Press.
 - 2017 "State Phobia, Then and Now: Three Waves of Conflict over Wisconsin's Public Sector, 1930-2013" *Social Science History*, with Jake Carlson.
 - 2016 "The Hijacking of a New Corporate Form? Benefit Corporations and Corporate Personhood" *Economy & Society* 45(3-4): 325-49, with Walker Kahn.

Field Experience:

- **Overseas Experience:** Peru, Brazil, Mexico
- **Languages:** Spanish (3), Portuguese (1), French (1), Aymara (1)

Honors/distinctions: Recipient, Hilldale Award, Kellett Mid-Career Award; Former president, American Ethnological Society; Member, American Sociological Association

Joseph Conti

Sociology

Title: Associate Professor

Additional department affiliation: Law School

Time devoted to IRIS: 25%

Education: Ph.D. University of California-Santa Barbara, 2008; M.A. University of California-Santa Barbara, 2003; B.A. Regis University, 1996

Academic Experience:

- **Teaching/Research interests:** Economic change and development, Economic sociology, Law and Society
- **Classes taught:** Sociology 496: Sociology of Globalization; SOC 942: States, International Organizations, and a Global Public Sphere; SOC 925: Sociology of Economic Change and Development
- **Recent publications:**
 - Forthcoming "Transnational Stateness: International Courts and the Juridification of Global Political Power"
 - 2016 "Legitimacy Chains: Legitimation of Compliance with International Courts Across Social Fields" *Law & Society Review* 50(1):154-188.
 - 2015 "Expertise through Experience: Inequality and Legitimacy in the Juridification of International Trade Disputing" *Expert Knowledge in Global Trade*, eds. Erin Hannah, James Scott, Silke Trommer. Routledge: 85-106.

Honors/distinctions: Affiliate, Center for World Affairs and the Global Economy; Recipient, Award for Excellence in Teaching, Honored Instructor Award

Elizabeth Covington

Center for European Studies

Title: Executive Director, Faculty Associate

Time devoted to IRIS: 100%

Education: B.A. 1985, University of California, Berkeley; M.A. 1990, University of California, Davis; D.E.A. 1991 Université Paris VII; Ph.D. 1998, University of California, Los Angeles

Academic Experience:

- **Teaching/Research interests:** historical mercantilism; epistemology; perceptions of gender & femininity
- **Classes taught:** IS 602: Politics and Policy in the Global Economy: The Rise and Fall of Liberal Democratic States
- **Recent Publications:**
 - 2012** (with Marx Feree) "Transatlantic Challenge: getting old together." *From America with Love*. European Union Institute for Security Studies.
 - 2006** "Sovereigns in the Marketplace: Changes in the Regime of Goods, 1880-present." *Eurostudia Revue transatlantique de recherche sur l'Europe* 4.

Field experience:

- **Languages:** French (5), German (3), Spanish (3), Swedish (3)
- **Overseas experience:** France

Honors/distinctions: 2007 Center for International Business and Educational Research (CIBER) grant 2006 German Academic Exchange Service (DAAD) Grant for "Greening Business, Involving Consumers" 1999 Fellow, Ahmanson-Getty Foundation

Ian Coxhead

Agricultural & Applied Economics

Title: Professor

Additional department affiliation: Nelson Institute for Environmental Studies

Time devoted to IRIS:

Education: Ph.D. Australian National University, 1990; M.A.D.E Australian National University, 1984; B.A. University of New South Wales, 1981

Academic Experience:

- **Teaching/Research interests:** Globalization, growth, and development in East/Southeast Asia
- **Number of dissertations/theses supervised:** 11
- **Classes taught:** AAE 731: Frontiers in Development Economics; AAE 473: Economic Growth and Development in Southeast Asia; AAE 373: Globalization, Development, and Poverty;
- **Recent publications:**
 - 2018 "Fossil Fuel Subsidy Reform in the Developing World: Who Wins, Who Loses, and Why?" *Asian Development Review*, with Corbett Grainger.
 - 2018 "Repair the Roof While the Sun is Shining: Preserving and Sustaining Gains from a Resource Export Boom" *Bulletin of Indonesian Economic Studies*, with Rashesh Shrestha.
 - 2018 "Vietnam in 2017: Flying Fast in Turbulence" *Asian Survey* 58(1): 149-157.

Field experience: Japan, Vietnam, Indonesia, Philippines, Australia, Italy, South Korea, Singapore

Honors/distinctions: Faculty Affiliate, La Follette School of Public Affairs, Center for Ecology & Demography, Institute for Research on Poverty; Visiting Scholar, Kobe University; Guest editor, *Asian Development Review*; Grant recipient, UW-Madison Graduate School

Michael Cullinane

History

Title: Teaching Associate/Associate Director

Additional department affiliation: Center for Southeast Asian Studies

Time devoted to IRIS: 100%

Education: Ph.D. University of Michigan, 1989; M.A. Ohio University, 1969; B.A. University of California, Santa Barbara, 1966

Academic Experience:

- **Teaching/Research interests:** 19th/20th-century Philippine social, political, and demographic history
- **Classes taught:** GEO/HIS 244: Introduction to Southeast Asia; HIS 246/ASIAN AM 240: Refugees of the 'Cold' War: Southeast Asians in America;
- **Recent publications:**
 - 2014 *The Battle for Cebu (1899-1900): Andrew S. Rowan and the Siege of Sudlon Cebu City:* University of San Carlos Press.
 - 2014 *Arenas of Conspiracy and Rebellion in Late Nineteenth-Century Philippines: The Case of the April 1898 Uprising in Cebu Quezon City:* Ateneo de Manila University Press.

Overseas experience: the Philippines

Honors/distinctions: Associate Director, Center for Southeast Asian Studies; Recipient, Goodman Prize in Philippine Historical Studies

Sarah Davis

Law School

Title: Clinical Associate Professor

Additional department affiliation: Human Rights Program

Time devoted to IRIS: 50%

Education: J.D. University of Wisconsin-Madison, 2002; M.P.A. University of Wisconsin-Madison, 2002; B.A. Wesleyan University, 1995

Academic Experience:

- **Teaching/Research interests:** Consumer law, Health law, Public health law, Practice skills
- **Classes taught:** LAW 768: Consumer Health Advocacy & Patient Centered Care Clinical; LAW 769: Consumer Issues in Health Care; LAW 935: Introduction to Health Care; LAW 940: From Patient to Policy: Models of System Level Advocacy
- **Recent publications:**
 - Forthcoming "The Jury is In: Law Schools Foster Students' Fixed Mindsets" *Law & Psychology Review* 42, with S. Shapscott and L. Hanson.
 - 2017 "Building the Learning Health System: Describing an Organizational Infrastructure to Support Continuous Learning" *Learning Health Systems*, with S. Kraft, et.al.
 - 2016 "Educating the New Public Health Law Professional" *Journal of Law, Medicine & Ethics* 44(1).

Honors/distinctions: Associate Director, Center for Patient Partnerships; Robert Wood Johnson Foundation Faculty Fellow; Grant recipient, UW Institute for Clinical and Translational Research; Legal Advisor, The Wisconsin Alcohol Policy, Wisconsin Department of Health Services; Volunteer of the Year Award, Law Student Wellness Coalition

Lori DiPrete Brown

Global Health Institute

Title: Assistant Clinical Professor, Distinguished Faculty Associate

Additional department affiliation: Medicine & Public Health

Time devoted to IRIS: 100%

Education: M.S. Harvard University, 1988; M.T.S. Harvard University, 1988; B.A. Yale University, 1983

Academic Experience:

- **Teaching/Research interests:** Public Health, Women's Health, Global Health Education
- **Classes taught:** PHS 370: Public Health; PHS 640: Global Public Health; PHS 503: Foundations for Global Health Practice; PHS 504: Orphans and Vulnerable Children; POP 645: Global Health Field Study: Mexico, Ecuador; Health and Human Rights: POP 650: Vulnerable Children in Africa due to HIV AIDS and Other Causes; POP 650: Health and Disease in Thailand; POP 788: Public Health Field Experience; POP 795: Principles of Public Health Science
- **Recent publications:**
 - 2017 *Foundations for Global Health Practice* Jossey-Bass: Wiley and Sons
 - 2017 "Family Planning in the Toledo District of Southern Belize: Survey of Knowledge, Contraceptive Use, and Preferences" *International Perspectives on Sexual Reproductive Health* 2(2), with C. Hood, et.al.
 - 2015 "Scaling Up Success to Improve Health: Towards a Rapid Assessment Guide for Decision Makers" *Global Journal of Medicine and Public Health* 4(2), with J. Paltzer and D. Magnusson.

Field experience:

- **Languages:** Spanish (4), French (4)
- **Overseas experience:** Bangladesh, Cameroon, Chile, Costa Rica, Ecuador, Ethiopia, Ghana, Guatemala, Honduras, Mexico, Nicaragua, Pakistan, Senegal, South Africa, Tanzania, Thailand, Zambia

Honors/distinctions: Director, 4W Women and Well-Being Initiative; Associate Director, Global Health Institute; Faculty Associate, School of Human Ecology; Consultant and Advisor, Global Health Programs and Policy; Recipient, Dean's Teaching Award; Nominee, 100 Women Leaders in Global Health.

Molly Donnellan

International Studies

Title: Academic Advisor

Time devoted to IRIS: 100%

Education: University of Wisconsin-Madison, BA 2017: International Studies, French, Political Science, L'Institut d'Etudes Politiques (Institute of Political Studies), Aix en Provence, France: Certificat d'Etudes Politiques (Certificate of Political Studies) 2016

Academic Experience:

- **Teaching/Research interests:** N/A
- **Classes taught:** N/A

Field experience:

- **Languages:** French (5)
- **Overseas experience:** France
- **Pedagogical training:** N/A

Honors/distinctions: Chi Alpha Sigma: Excellence in Athletics and Academics Award: 2015

Henry Drewal

Art History

Title: Evjue-Bascom Professor

Additional department affiliation: Afro-Am Studies

Time devoted to IRIS: 50%

Education: Ph.D. Columbia University, 1973; M.A. Columbia University, 1968; B.A. Hamilton College, 1964

Academic Experience:

- **Teaching/Research interests:** African and African diaspora art
- **Classes taught:** AFRO AM 241: African Art and Architecture; AFRO AM 643: African Art; Arts of Masking in Africa and Diaspora; Occidentalism: Imaging the West in Africa, Asia, and the Americas; Carnival Arts of the African Diaspora: Resistance and Empowerment?
- **Recent publications:**
 - Forthcoming "The Africans (Siddis) of India: Histories, Cultures, and Arts" *The Worlds of Slavery: Global African Perspectives*, ed. Kwasi Konadu
 - 2017 "Spirit in the Art of Carlos Luna" *Carlos Luna: The Green Machine*.
 - 2016 "Ifa: Visual and Sensorial Aspects," *Ifá Divination, Knowledge, Power, and Performance* eds. J. Olupona and R. A. Abiodun. Bloomington: Indiana University Press, 325-339.

Field experience:

- **Languages:** French (5), Yoruba (3), Portuguese (3), Spanish (3)
- **Overseas experience:** Nigeria, Benin, Ghana, Ivory Coast, Senegal, Morocco, South Africa

Honors/distinctions: Board Member, West African Research Association; National Advisory Board, Smithsonian National Museum of African Art; Curator, *Whirling Return of the Ancestors: Egungun Arts of the Yoruba*; Recipient, Hilldale Award for Distinguished Scholarship & Service

Lalita du Perron

Center for South Asia

Title: Associate Director, Faculty Associate

Time devoted to IRIS: 100%

Education: Ph.D. University of London

Academic Experience:

- **Teaching/Research interests:** North Indian classical vocal music
- **Classes taught:** Musical Cultures of South Asia; Global Health: India; ALC 300: Gender and Sexuality in South Asia; ALC/GEO/HIS/SOC 252: The Civilizations of India: Modern Period; INT ST 320: Interdisciplinary Approaches to South Asia Studies
- **Recent publications:**
 - 2014 *The Songs of North Indian Art Music* Delhi: Manohar, with Nicolas Magriel
 - 2013 "The Language of Seduction in Courtesan Performance" *Music, Dance and The Art of Seduction* eds. Frank Kouwenhoven and James Kippen, Leiden: CHIME.

Field experience:

- **Languages:** Dutch (5), Hindi (5), German (5), Urdu (4), French (4), Sanskrit (3)
- **Overseas experience:** India

Honors/distinctions: Associate Director, Center for South Asia; Academic Director, South Asia Summer Language Institute; Academic Director, South Asian Flagship Language Initiative; Director, Alternative Inquiry, Women & Wellbeing in Wisconsin & the World

Névine El-Nossery

French & Italian

Title: Associate Professor

Additional department affiliation: Middle East Studies Program

Time devoted to IRIS: 100%

Education: Ph.D. Université de Montréal, 2000; M.A. Cairo University (Egypt), 1995; B.A. Cairo University (Egypt), 1990

Academic Experience:

- **Teaching/Research interests:** Francophone literatures and cultures, Postcolonial studies, Middle Eastern literatures and cultures, Photography and literature, Art and politics
- **Classes taught:** AFR 300: Contemporary Arabic Literature and Cinema; FRE 642: Culture and Societies in the Francophone World; FRE 433: Migration in Francophone Literature; FRE 472: Women and Exile in Literature; FRE 948: Trauma in Literature and Visual Art
- **Recent publications:**
 - Forthcoming "Women as Agents of Transgression Amidst National Disenchantment" *Enchantings: Modernity, Culture, and the State in Postcolonial Africa* ed. Tejumola Olaniyan. Indiana University Press.
 - 2016 "Women, Art, and Revolution in the Streets of Egypt" *Women Rights in the Aftermath of the Arab Spring* ed. Fatima Sadiqi. London: Palgrave Macmillan: 143-159.
 - 2016 "The Fictionalization of History in Maïssa Bey's 'Entendez-vous dans les montagnes...'" *Journal of North African Studies* 21(2): 273-84.

Field experience:

- **Languages:** French (5), Arabic (5), Spanish (4)
- **Overseas experience:** Egypt

Honors/distinctions: Associate Director, Middle East Studies Program; Faculty Affiliate, African Cultural Studies; Recipient, MESP International Institute Research Award; Grant Recipient, UW Graduate School, First Year Interest Group; Resident Fellow, Institute for Research in the Humanities

Samuel England

African Cultural Studies

Title: Associate Professor

Time devoted to IRIS: 100%

Education: Ph.D. University of California, Berkeley, 2011; B.A. University of Michigan-Ann Arbor, 1999

Academic Experience:

- **Teaching/Research interests:** Middle East and Europe Courts, Romance-language treatments of Islam
- **Number of dissertations/theses supervised:** 12
- **Classes taught:** AFR 120: Introduction to Arab Literary Culture; AFR 201: Introduction to African Literature; AFR 300: African Literature in Translation; AFR 445: Readings in Advanced Arabic; AFR 321: Beginning Arabic
- **Recent publications:**
 - 2018 "Drama and Multiculturalism in Crisis: Ibn Dāniyāl's Shadow Play" *Volume in Honor of James T. Monroe*, ed. Michelle Hamilton and David Wacks. Cambridge: Harvard University Press.
 - 2017 *Medieval Empires and the Culture of Competition: Literary Duel at Islamic and Christian Courts* Edinburgh University Press.

Field experience:

- **Languages:** Modern Arabic (5), Classic Arabic (4), Egyptian Colloquial Arabic (3), Spanish (3), Galician-Portuguese (3), German (2), Biblical and Medieval Hebrew (1)
- **Overseas experience:** Iraq
- **Pedagogical training:** B.A. in Near Eastern Studies; Ph.D. in Comparative Literature

Honors/distinctions: Research Fellow, American Academic Research Institute (Iraq); Mediterranean Research Fellow; Faculty Senate Member, Department of African Cultural Studies

Nalan Erbil

Title: Teaching Assistant

Additional department affiliation: Asian Languages & Cultures

Time devoted to IRIS: 100%

Education: Ph.D. Candidate, University of Wisconsin-Madison, exp. 2018; M.A. University of Wisconsin-Madison, 2012; B.A. Bogazici University (Turkey), 2007

Academic Experience:

- **Teaching/Research interests:** Contemporary Turkish novel, Teaching Turkish via social justice
- **Classes taught:** LCA LANG 339-340: First year Turkish; LCA LANG 439-440: Second year Turkish; LCA LANG 329: Elementary Summer Immersion Turkish; LCA LANG 429: Intermediate Summer Immersion Turkish; LCA LANG 529: Advanced Summer Turkish
- **Recent publications:**
 - 2017 "Language, Aesthetics, and Ideology: Conceptual Frameworks for Turkish Literary Criticism" *Monograf Journal of Literary Criticism* 8: 24-58.
 - 2012 "Üç Nota" / "Three Notes" *Varlık Literary Journal* 98.

Field experience:

- **Languages:** Turkish (5), German
- **Overseas experience:** Turkey
- **Pedagogical training:** M.A. in Languages and Cultures of Asia

Honors/distinctions: Nominee, Impactful Mentor by a Graduating Student; Recipient, Campus-Wide Teaching Assistant Award, "Innovation in Teaching"; Future Faculty Partner, the Teaching Academy; Turkish Instructor, Arabic, Persian, & Turkish Language Immersion Institute (APTLII); Coordinator, Turkish Language Conversation Table

Karen Evans-Romaine

Title: Professor

Additional department affiliation: Second Language Acquisition

Time devoted to IRIS: 100%

Education: Ph.D. University of Michigan, 1996; M.A. University of Michigan, 1989; B.A. Oberlin College and Conservatory, 1986

Academic Experience:

- **Teaching/Research interests:** 20th C. Russian literature, Russian and German literature, Language pedagogy
- **Number of dissertations/theses supervised:** 6
- **Classes taught:** SLAV 560: Capstone Seminar in Russian Literature & Culture; SLAV 804: Methods of Teaching Slavic Languages; LITTRANS 205/405: Women in Russian Literature; IS 310: Russian & Soviet Cinema
- **Recent publications:**
 - Forthcoming "Language and Cultural Learning through Song" *The Art of Teaching Russian* eds. Jason Merrill, et.al. IN: Slavica, with Stuart Goldberg, et.al.
 - 2017 *The U.S. Language Flagship Program: Professional Competence in a Second Language by Graduation* ed. with Dianna Murphy. Bristol/Buffalo/Toronto: Multilingual Matters.
 - 2017 "Marina Cvetaeva and Music" *A Companion to Marina Cvetaeva* ed. Sibelan Forrester. Leiden: Brill, 130-163.

Field experience:

- **Languages:** Russian (4), German (3), French (3), Polish (2), Italian (1)
- **Overseas experience:** Russia, Kazakhstan, Latvia, Germany
- **Pedagogical training:** B.A. in Russian Studies; M.A./Ph.D. in Slavic Languages and Literatures

Honors/distinctions: Oral Proficiency Interview (OPI) certification, ACTFL; Director/Principal Investigator, UW-Madison Russian Flagship Program; AATSEEL Award for Distinguished Service

Christina Ewig

Political Science

Title: Professor

Additional department affiliation: Gender & Women's Studies

Time devoted to IRIS: 50%

Education: Ph.D. University of North Carolina at Chapel Hill, 2001; M.A. University of North Carolina at Chapel Hill, 1996; B.A. Northwestern University, 1992

Academic Experience:

- **Teaching/Research interests:** The politics of gender and race in Latin America
- **Number of dissertations/theses supervised:** 8
- **Classes taught:** GWS 102: Gender, Women and Society in Global Perspective; GWS 120/PS 100: Rebellious Women: Gender, Power and Politics in Latin America; PS 695: Gender, Race and Sexuality in Latin American Politics; GWS 325/427: Global Feminisms; GWS 320: Gender and Welfare in Global Perspective
- **Recent publications:**
 - 2016 "Reform and Electoral Competition: Convergence Towards Equity in Latin American Health Sectors" *Comparative Political Studies* 49(2): 184-218.
 - 2016 "Gender Equity and the Politics of Health Sector Reform: Overcoming Policy Legacies, Forming Epistemic Communities. *Gender and Health Handbook*, eds. J. Gideon and M. Leite. London: Edward Elgar.
 - 2013 *Gender, Violence and Human Security: Critical Feminist Perspectives*, ed. with Aili Tripp and Myra Marx Ferree. New York: New York University Press.

Field experience:

- **Languages:** Spanish (5), Quechua (2), French (2), Portuguese (2)
- **Overseas experience:** Peru

Honors/distinctions: Faculty Affiliate, Human Rights Program; Recipient, Feminist Scholars Award; Grant recipient, Andrew W. Mellon John E. Sawyer Seminar

Jo Ellen Fair

African Cultural Studies

Title: Professor

Additional department affiliation: International Studies, Journalism & Mass Communication

Time devoted to IRIS: 100%

Education: Ph.D. Indiana University-Bloomington, 1988; M.A. Indiana University-Bloomington, 1984; B.A. Purdue University, 1982

Academic Experience:

- **Teaching/Research interests:** International communications and the foreign press; Media in developing countries; Popular culture in Northern and Western Africa
- **Number of dissertations/theses supervised:** 4
- **Classes taught:** AFR 277: Africa: An Introductory Survey; JOUR 176: Media, Performance, and Identity in World Perspective; JOUR 621: Mass Communication in Developing Nations; JOUR 620: International Communication and the Foreign Press; ILS 209: Global Cultures
- **Recent publications:**
 - 2015 "African Journalism Studies: The First 60 Years" *African Journalism Studies* 36(1): 22-29.
 - 2014 "Discourse of Love and Newspapers Advice Columns in Ghana" *Ghana Studies* 15/16: 413-465.

Field experience:

- **Languages:** French (3), Spanish (2), Wolof (1), Akan Twi (1)
- **Overseas experience:** Ghana, Liberia, Senegal, Benin, Nigeria, Namibia, Zambia

Honors/distinctions: Director, International Studies Major; Former director, African Studies Program; Recipient, Vilas Associate Award

Anna Gade

Asian Languages & Cultures

Title: Professor

Additional department affiliation: Nelson Institute for Environmental Studies, Religious Studies

Time devoted to IRIS: 30%

Education: Ph.D. University of Chicago; M.A. University of Chicago; B.A. Swarthmore College

Academic Experience:

- **Teaching/Research interests:** Global, cultural, historical, religious responses to environmental change
- **Classes taught:** ENV ST 113: Environmental Studies: The Humanistic Perspective; ENV ST 270: The Environment: Religion and Ethics; LCA 206: Introduction to the Qur'an
- **Recent publications:**
 - Forthcoming *Muslim Environmentalisms* New York: Columbia University Press.
 - Forthcoming "Smoke, Fire, and Rain: Islamic Environmental Ethics in the Time of Burning" *Piety, Politics and Ethics in Southeast Asian Islam: Beautiful Behavior* ed. Robert Rozeahna London.: Bloomsbury Publishing.
 - 2017 "Beyond 'Hope': Religion and Environmental Sentiment in the USA and Indonesia" *Feeling Religion* ed. John Corrigan Chapel Hill: Duke University Press.

Field Experience:

- **Languages:** Arabic (5), Bahasa Indonesian/Malay (5), Dutch (4), German (4), Spanish (4), Khmer (3), Mandarin Chinese (3)
- **Overseas experience:** Indonesia, New Zealand

Honors/distinctions: Faculty Affiliate, Human Rights Program, Global Legal Studies Center, Center for Culture, History, and Environment; Vilas Distinguished Achievement Professor

Jean Geran

School of Human Ecology

Title: Faculty Affiliate

Time devoted to IRIS: 100%

Education: Ph.D. University of Wisconsin-Madison; M.S. Michigan State University; B.S.B.A. Georgetown University

Academic Experience:

- **Teaching/Research interests:** International Child Protection policies; Women and foreign policy
- **Classes taught:** IS 401: Recent Trends in Southeast Asian Human Rights

Field experience:

- **Languages:** Thai
- **Overseas experience:** Thailand, Burma, Iraq

Honors/distinctions: 4W Director for Human Rights, Child Protection and Global Policy; Recipient, Distinguished Young Alumni Award; Former director, Democracy and Human Rights, the National Security Council; Abuse Prevention Officer, USAID; Founder/President of Each, Inc.

Margaret Hawkins

Curriculum & Instruction

Title: Professor

Additional department affiliation: Second Language Acquisition

Time devoted to IRIS: 30%

Education: Ed.D. University of Massachusetts, 1997; M.Ed. University of Massachusetts, 1988; B.A. Goddard College, 1974

Academic Experience:

- **Teaching/Research interests:** Applied linguistics and education, Education in Uganda
- **Classes taught:** CURR 672: Issues in ESL Education; CURR 943: Mobility, Language & Education; Learning Second Languages and Literacies; Cross-Cultural Perspectives on Home-School Relations; Language, Cosmopolitanism, and Education
- **Recent publications:**
2014 "Ontologies of Place, Creative Meaning Making and Cosmopolitan Education" *Curriculum Inquiry* 44(1): 90-113.

Field experience:

- **Languages:** Swahili (2)
- **Overseas experience:** Uganda

Honors/distinctions: Director, ESL & Bilingual Program; Chair, Global Education Committee, School of Education

Nancy Heingartner

Institute for Regional & International Studies

Title: Assistant Director for Outreach

Time devoted to IRIS: 100%

Education: Ph.D. Brown University, 1996; M.A. Brown University, 1992; B.A. Oberlin College, 1988

Academic Interests: Slavic Linguistics

Field experience:

- **Languages:** Russian (5), Czech (2), French (1), German (1), Mandarin (1)
- **Overseas experience:** Russia, Ukraine, Czech Republic, former Soviet Union

Honors/distinctions: Freelance Medical Interpreter, UW Hospital and Clinics; Former Political Officer, U.S. Embassy, Ukraine (U.S. Department of State Fawcett Fellowship); Secretary of the Board, Madison-Vilnius Sister Cities, Ltd.

Francine Hirsch

History

Title: Professor

Additional department affiliation: Human Rights Program

Time devoted to IRIS: 50%

Education: Ph.D. Princeton University, 1998; M.A. Princeton University, 1993/1991; B.A. Cornell University, 1989

Academic Experience:

- **Teaching/Research interests:** Russian history, Soviet history
- **Number of dissertations/theses supervised:** 3
- **Classes taught:** HIS 201: Russia Engages America; America Engages Russia; HIS 419: History of Soviet Russia; HIS 424: Soviet Union & World, 1917-1991; HIS 891: Postwar Europe; HIS 850: History of the Soviet Union; HIS 753: Comparative World History
- **Recent publications:**
 - Forthcoming *Soviet Judgment at Nuremberg: A Cold War Story.*
 - 2016 "The Politics of the Nuremberg Trials and the Postwar Moment" *Political Trials in Theory and History* eds. D. Pendas and J. Meierhenrich. Cambridge: Cambridge University Press.
 - 2016 "The Soviet Union at the Palace of Justice in Nuremberg: In the Courtroom and Behind the Scenes" *'May Justice Be Done!' The Evolution of Soviet Criminal Justice Under Stalin: To Nuremberg and Beyond* ed. David Crowe. Philadelphia: University of Pennsylvania Press.

Field experience:

- **Languages:** Russian (5), German (4), French (3)
- **Overseas experience:** Russia, Germany

Honors/distinctions: Recipient, American Council of Learned Societies (ACLS) Fellowship, H.I. Romnes Faculty Fellowship

Alexandra Huneeus

Law School

Title: Associate Professor

Additional department affiliation:

Time devoted to IRIS: 100%

Education: Ph.D. UC Berkeley, 2006; J.D. UC Berkeley, 2001; B.A. UC Berkeley, 1990

Academic Experience:

- **Teaching/Research interests:** Public international law, Comparative law, Latin America, Human rights
- **Number of dissertations/theses supervised:** 15
- **Classes taught:** LEGST 641: Sociology of Law; LEGST 409: Human Rights in Law and Society; LAW 827: International Law; LAW 904: Human Rights in Latin America
- **Recent publications:**
 - 2018 "Legitimacy and Jurisdictional Overlap: The ICC and the Inter-American Court in Colombia" *Legitimacy and International Courts* eds. Neinke Grossman and Harlan Grant Cohen. NY: Cambridge University Press, 114-141
 - 2017 "Treaty Exit and Latin America's Constitutional Courts" *AJIL Unbound* 111: 456-460, with R. Urueña.
 - 2016 "Pushing States to Prosecute Atrocity: The Inter-American Court and Positive Complementarity" *The New Legal Realism, Vol II* eds. Stuart Macaulay, et.al. NY: Cambridge University Press.

Field experience:

- **Languages:** Spanish (5), French (2)
- **Overseas experience:** Chile, Costa Rica, Columbia

Honors/distinctions: Director, Global Legal Studies Center; Faculty Affiliate, Legal Studies, Political Science; Postdoctoral Fellow, Stanford University; Grant Recipient, National Science Foundation, Ford Foundation/Latin

American Studies Association; Editorial Board Member, American Journal of International Law, Brazilian Journal of Empirical/Socio-Legal Studies; Chair, Human Rights Program, UW-Madison.

Rania Huntington

Asian Languages & Cultures

Title: Professor

Time devoted to IRIS: 100%

Education: Ph.D. Harvard University, 1996

Academic Experience:

- **Teaching/Research interests:** Ming/Qing narrative and drama, Literature of the weird/supernatural, Memory in literature, Depiction of women in literature
- **Number of dissertations/theses supervised:**
- **Classes taught:** ELL 321: First Year Classical Chinese; ELL 341: Classical Chinese for Non-Majors; ELL 672: Literary Studies in Chinese Fiction; ELL 951: The 18th Century, Close Reading and Distant Reading; IS 310: Old Tales Retold: Chinese Classical Fiction in Contemporary Pop Culture
- **Recent publications:**
Forthcoming *Memory, Kinship, and Genre in the Works of the Yu Family of Deqing.*

Languages: Chinese (5), German (4), Japanese (3)

Honors/distinctions: Faculty director, Chinese house

Ika Hutami

Asian Languages & Cultures

Title: Teaching Assistant

Time devoted to IRIS: 100%

Education: M.A. University of Wisconsin-Madison, pending; B.A., Satya Wacana Christian University (Indonesia), 2011

Academic Experience:

- **Teaching/Research interests:** International relations, Educational policy, Political economic development of Southeast Asia
- **Classes taught:** LCA LANG 309-310: Beginning Indonesian; LCA LANG 409-410: Intermediate Indonesian

Field experience:

- **Languages:** Indonesian (5)
- **Overseas experience:** Indonesia

Honors/distinctions: Member, Consortium for the Teaching of Indonesian, Program Intensif Bahasa dan Budaya Indonesia; Former Fulbright Teaching Assistant, University of Michigan; Indonesian Instructor, Southeast Asian Studies Summer Institute (SEASSI)

Harvey Jacobs

Urban & Regional Planning

Title: Professor

Additional department affiliation: Nelson Institute for Environmental Studies

Time devoted to IRIS: 50%

Education: Ph.D. Cornell University, 1984; M.R.P. Cornell University, 1981

Academic Experience:

- **Teaching/Research interests:** Property rights, Land use, International development
- **Classes taught:** URPL/ENV ST 843: Land Use Policy and Planning; URPL 741: Introduction to Planning; URPL 668: Green Politics -Global Experience, American Prospects
- **Recent publications:**
 - 2018 "A U.S. Perspective on Obligations to Build: Planning Professionals Would Be Shocked" *Instruments in Land Policy: Dealing with Scarcity in Land*, eds. J-D Gerber et al. Routledge: 193-195.
 - 2017 "18th Century Property Rights for 21st Century Environmental Conditions?" *Property Rights and Climate Change: Land-Use Under Changing Environmental Conditions*, eds. F. van der Straalen et al. Routledge.
 - 2017 "Legitimate Land Use Planning, Policy, and Regulation," *Planning* 83(11): 39-40.

Field experience: Albania, Canada, France, Italy, Kenya, Norway, The Netherlands, Poland, South Africa, Spain, Taiwan, Zimbabwe

Honors/distinctions: Faculty Affiliate, Human Rights Program; Vilas Life Cycle Professor; Award recipient, Fulbright Scholars Program; Recipient, Albert Nelson Marquis Lifetime Achievement Award

Richard Keller

Medical History & Bioethics

Title: Professor

Additional department affiliation: History of Science

Time devoted to IRIS: 75%

Education: Ph.D. Rutgers University, 2001; M.A. University of Colorado-Boulder, 1996; B.A. University of Colorado-Boulder, 1992

Academic Experience:

- **Teaching/Research interests:** History of European global medicine/public health, Health and the global environment
- **Classes taught:** MHB 275: Science, Medicine, and Race: A History; MHB 553: International Health and Global Society; MHB 678: Global AIDS: Interdisciplinary Perspectives; MHB 919: Science, Technology, and Medicine in the Colonial Context
- **Recent publications:**
 - 2015 *Fatal Isolation* Chicago University Press.

Honors/distinctions: Associate Dean, International Division; Research Fellow, Institut de Recherche Interdisciplinaire sur les Enjeux Sociaux (Paris); Recipient, H.I. Romnes Award, Wisconsin Alumni Research Foundation; Grant recipient, National Science Foundation

Heinz Klug

Law School

Title: Evjue-Bascom Professor

Time devoted to IRIS: 100%

Education: S.J.D. University of Wisconsin-Madison, 1997; J.D. University of California, Hastings, 1989; B.A. University of Natal (South Africa), 1978

Academic Experience:

- **Teaching/Research interests:** Human rights and humanitarian law, International and transnational law
- **Number of dissertations/theses supervised:** 3
- **Classes taught:** LAW 827: International Law; LAW 895: WI International Law Journal; LAW 942: European Union Law
- **Recent publications:**
 - 2017 "Property's Role in the Fundamental Political Structure of Nations: The Southern African Experience" *6 Brigham-Kanner Property Rights Conference. Journal* 145.
 - 2016 "Towards a Sociology of Constitutional Transformation: Understanding South Africa's Post-Apartheid Constitutional Order" *Univ. of Wisconsin Legal Studies Research Paper No. 1373*.
 - 2015 "Accountability and the Role of Independent Constitutional Institutions in South Africa's Post-Apartheid Constitutions" *Univ. of Wisconsin Legal Studies Research Paper No. 1346*

Field experience:

- **Languages:** Afrikaans (2), Xhosa (1)
- **Overseas experience:** Botswana, Mozambique, South Africa

Honors/distinctions: Director, Global Legal Studies Center; Advocate, High Court of South Africa; Former Editor in Chief, *Hastings International and Comparative Law Review*; Editorial Board Member, *Constitutional Court Review* (Johannesburg), *Lesotho Law Journal*; Honorary Senior Research Associate, University of the Witwatersrand (South Africa)

Julie Larson-Guenette

German, Nordic & Slavic

Title: Faculty Assistant

Time devoted to IRIS: 50%

Education: Ph.D. University of Wisconsin-Madison, 2012; M.A. University of Wisconsin-Madison; B.A. Purdue University

Academic Experience:

- **Teaching/Research interests:** Second language acquisition, Sociocultural theory, Language awareness
- **Classes taught:** GER 258: Intermediate German Reading; IS 310: 50 Jahre nach der 68er Bewegung
- **Recent publications:**
 - 2013 "'It's just reflex now': German language learners' use of online resources" *Die Unterrichtspraxis/Teaching German* 46(1): 61-73.

Field experience:

- **Languages:** German (5), Dutch (3)
- **Pedagogical training:** Ph.D./M.A. German Linguistics; German Teaching Certification, Oakland University

Honors/distinctions: Faculty Affiliate, Edgewood College; Faculty Director, German House, UW-Madison

Mary Layoun

Comparative Literature & Folklore Studies

Title: Professor

Additional department affiliation:

Time devoted to IRIS: 100%

Education: Ph.D. University of California, Berkeley, 1985; M.A. University of California, Berkeley, 1979;

Academic Experience:

- **Teaching/Research interests:** Literature, culture, and politics, Literature and history, Visual culture, The modern novel, Narrative, Rhetoric, Nationalisms, Feminisms, "East/west" relations, "Third world" literatures
- **Number of dissertations/theses supervised:** 20
- **Classes taught:** CL 771: Narratives of the Comparative: Worlds, Globes, Planets, and 'Imaginal' Locations; CL 205/705: Introduction to the Comparative Study of Race & Ethnicity in the U.S. and Beyond; CL 466: After Nationalism? Gender, Sexuality, Citizenship; CL 974: Modernity, Gender, and the Novel; CL 379/779: Cyprus International Social Justice Seminar: Mapping a Diverse Cyprus: Race, Ethnicity, Gender and Religion
- **Recent publications:**
 - Forthcoming "‘To Relearn the Sense of the World’: A Call to Arms” *Boundary2* eds. Paul Bové and Rob Wilson.
 - Forthcoming "Here and There, Now and Then: Nations and their Relations in Recent Palestinian Cinema” *Nationalism, Internationalism and Transnationalism in Israeli Cinema*, ed. Rachel S. Harris.
 - 2017 "Reading Cavafy Writing: The Poetry of Constantine Cavafy and the Question of ‘World Literature’” *Wiley Blackwell Companion to World Literature*.

Field experience:

- **Languages:** Arabic (4), Japanese, French, Greek (5)
- **Overseas experience:** Israel, Cyprus, Greece

Honors/distinctions: Faculty affiliate, Havens Center for Social Justice, Center for Visual Cultures;

Susan Lederer

Medical History & Bioethics

Title: Robert Turell Professor, Department Chair

Additional department affiliation: Human Rights Program, History

Time devoted to IRIS: 50%

Education: Ph.D. University of Wisconsin-Madison, 1987; M.A. University of Wisconsin-Madison, 1979; B.A. Johns Hopkins University, 1977

Academic Experience:

- **Teaching/Research interests:** Medicine/society in 20th C. America, Race, medicine, and public health, Medicine and popular culture, History of medical ethics
 - **Classes taught:** MHB 668: Fat and Thin: Making American Bodies
-

Mark Lilleleht

Institute for Regional and International Studies

Title: Assistant Director for Awards

Time devoted to IRIS: 100%

Education: ABD University of Wisconsin-Madison; M.A. University of Wisconsin-Madison, 1998; B.A. University of Virginia, 1991

Honors/distinctions: Program Coordinator, Go Global! @ UW-Madison; Founder/editor, *african poetry review (usa)*

Byung-jin Lim

Asian Languages & Cultures

Title:

Additional department affiliation:

Time devoted to IRIS:

Education: Ph.D. Indiana University-Bloomington

Academic Experience:

- **Teaching/Research interests:** Korean language and linguistics, Second/Foreign language acquisition, Computer-mediated communication, Korean language textbook development
- **Number of dissertations/theses supervised:**
- **Classes taught:** EA105/325-106/326: Elementary Korean I & II; EA345-346: Third-Fourth Semester Korean; EA 347-348: Fifth-Sixth Semester Korean; EA 405-406: Seventh-Eighth Semester Korean
- **Recent publications:**
Forthcoming *My Korean: Step 1.*
2015 *Perceiving Syllables and Contrasts: Second Language Learning Perspectives* Korean University Press.

Field experience:

- **Languages:** Korean
 - **Overseas experience:** Korea
-

Felecia Lucht Institute for Regional & International Studies

Title: Director, Wisconsin Intensive Summer Language Institutes (WISLI)

Time Devoted to IRIS: 100%

Education: M.A. & Ph.D. University of Wisconsin-Madison, 2007; M.A. The American University, School of International Service, 1997; B.A. University of Wisconsin-Stevens Point, 1994

Teaching/Research interests: German, Second Language Acquisition, foreign language instruction, foreign language testing

- **Classes taught:** Elementary, Intermediate and Advanced German; German Composition and Conversation, History of the German Language, Theories of Second Language Acquisition, Foreign Language Instruction, Foreign Language Testing
- **Recent Publication:**
2017. Nicola Schmerbeck and Felecia Lucht. Creating and Making Meaning through Modality: Multiliteracies Assessment of Photo Projects for Online Portfolios. *Die Unterrichtspraxis/Teaching German* (50:1), pp. 32-44.
2013 Older Immigrant Languages. *Wisconsin Talk: Linguistic Diversity in the Badger State*. Eds. Tom Purnell, Eric Raimy and Joseph Salmons. Madison: University of Wisconsin Press. pp. 26-36.

- **Languages:** German (5), Russian (2), Brazilian Portuguese (1), Dutch (1)
- **Overseas experience:** Germany, Russia & Ukraine
- **Pedagogical Training:** Ph.D. in German, Ph.D. minor in Second Language Acquisition

Honors/distinctions: Former group member of Ethnic Layers of Detroit: Experiencing Place through Digital Storytelling (National Endowment for the Humanities, Digital Humanities Start-up Grant (#HD51852), Former recipient of full grant for the Baden-Württemberg Seminar for American Faculty in German and German Studies from German-American Fulbright Commission, Wayne State University President's Awards for Excellence in Teaching, Wayne State University College of Liberal Arts and Sciences Teaching Award

Luis Madureira

Spanish & Portuguese

Title: Professor

Additional department affiliation: African Cultural Studies

Time devoted to IRIS: 100%

Education: Ph.D. University of California, San Diego, 1991; M.A. Indiana University, 1984; B.A. University of Massachusetts at Dartmouth, 1981.

Academic Experience:

- **Teaching/Research interests:** Luso-Brazilian colonial and postcolonial studies, Modernism/Modernity in Latin America, Africa and the Caribbean, Early modern and colonial studies, Theatre/performance in Africa
- **Number of dissertations/theses supervised:** 4
- **Classes taught:** ALL 905: The Invention of Africa; SPAN 324: Survey of Modern Spanish Literature; SPAN 326: Survey of Spanish American Literature; PORT 221: Introduction to Luso-Brazilian Literatures; PORT 312: Fourth Year Composition and Conversation; PORT 451: Lusophone African Literature

Field experience:

- **Languages:** Rhonga (2), Makua (2), French (3), Spanish (4), Portuguese (5)
- **Overseas experience:** Mozambique

Honors/distinctions: Recipient, Fulbright research and teaching grant, Vilas Associate Award; Member, MLA Publications Committee; Editor, *Luso-Brazilian Review*; Member, UW-Madison FLAS selection committee; Referee, External Tenure Committee

B. Venkat Mani

German, Nordic & Slavic

Title: Professor

Time devoted to IRIS: 100%

Education: Ph.D. Stanford University, 2001; M.A. Stanford University, 1995; M.A./B.A. Jawaharlal Nehru University (India)

Academic Experience:

- **Teaching/Research interests:** 19th-21st c. German literature and culture, World literature, Translation, Migrants and refugees in global contexts, Literature and migration, Print- and digital cultural histories, Theories of globalization, post-colonialism, and transnationalism
- **Classes taught:** LITTRANS/GER 276: Introduction to World Literatures; GER 236: From Gutenberg to the iPad: Books, World, Literature; GER 236: Migration in Literature, Film, and Music; GER 804: Germany's Migrants: Texts and Contexts; GER 948: Comparative World Literature; GER 742: The Global Book: World Literature in the World Market
- **Recent publications:**
Forthcoming
2017
2016

Field experience:

- **Languages:** German, Turkish, Hindi, Urdu
- **Overseas experience:** India
- **Pedagogical training:**

Honors/distinctions: Director, Center for South Asia; Faculty Affiliate, Center for the History of Print and Digital Cultures; Founder/Co-director, UW-Madison's World Literature/s Research Workshop; Recipient, Alexander for Humboldt Foundation's Fellowship, Kellett Research Award; Grant recipient, Mellon Sawyer Seminar; Resident Fellow, Institute for Research in the Humanities

Lisa Martin

Political Science

Title: Professor

Additional department affiliation: Human Rights Program

Time devoted to IRIS: 50%

Education: Ph.D. Harvard University, 1989; B.S. California Institute of Technology, 1983

Academic Experience:

- **Teaching/Research interests:** International relations, Political methodology, Foreign aid, Global commons, International agreements, International institutions, International trade, Treaties
- **Number of dissertations/theses supervised:**
- **Classes taught:** PS 348/376: Analysis of International Relations; PS 857: Theories of International Relations; PS 959: International Organizations; PS 401: Global Governance; PS 337: International Institutions and World Order
- **Recent publications:**
 - 2017 "International Institutions: Weak Commitments and Costly Signals" *International Theory* 1-28.
 - 2016 "Gender, Teaching Evaluations, and Professional Success in Political Science" *PS: Political Science and Politics* 49(2): 313-19.
 - 2015 *The Oxford Handbook of the Political Economy of International Trade*, ed. New York: Oxford University Press.

Honors/distinctions: Vilas Life Cycle Professorship; Recipient, Glenn B. and Leone Orr Hawkins Faculty Fellow, Honored Instructor Award; Grant recipient, Council of Graduate Schools; Associate Editor, *Quarterly Journal of Political Science*

Sara McKinnon

Communication Arts

Title: Associate Professor

Additional department affiliation: Gender & Women's Studies

Time devoted to IRIS: 100%

Education: Ph.D. Arizona State University, 2008; M.A. Arizona State University, 2005; B.A. Western Michigan University, 2001

Academic Experience:

- **Teaching/Research interests:** Intercultural rhetoric, Globalization/transnational studies, Legal rhetoric, Transnational feminist theory
- **Number of dissertations/theses supervised:** 5
- **Classes taught:** CA 969: Intercultural Rhetoric; CA 573: Rhetoric of Globalization & Transnationalism; CA 671: Communication and Social Conflict; CA 373: Intercultural Communication and Rhetoric; IS 101: Introduction to International Studies
- **Recent publications:**
 - 2016 *Gendered Asylum: Race and Violence in U.S. Law and Politics* Urbana: University of Illinois Press.
 - 2016 "Necropolitical Voices and Bodies in the Rhetorical Reception of Iranian Women's Asylum Claims" *Communication and Critical/Cultural Studies* 13: 1-17.

Field experience:

- **Languages:** Spanish (4), French (3)
- **Overseas experience:** France, Canada, Mexico, El Salvador, Guatemala

Honors/distinctions: Recipient, Bonnie Ritter Book Award; Grant Recipient, Wisconsin Partnership Program, Organization for the Research of Women and Communication; Former Associate Director, Rhetoric Society of America Biannual Summer Institute; Expert Witness, U.S. Political Asylum Cases; Member, International Communications Association

Rubén Medina

Title: Professor

Time devoted to IRIS: 40%

Education: Ph.D. UC San Diego, 1991; M.A. University of Minnesota-Twin Cities, 1984; B.A. University of California- San Diego, 1981

Academic Experience:

- **Teaching/Research interests:** Mexican and Chicano/a literature and culture, Intellectual history, Film studies, Mexican migration to the United States, Infrarealism
- **Number of dissertations/theses supervised:** 6
- **Classes taught:** SPAN 468: Youth Rebellion: Latin American Rock Cultures; SPAN 460: The Short Novels of Roberto Bolaño; SPAN 460: New Trends in Spanish American Narrative; IS 310: International Films; IS 310: Outside of Your Comfort Zone: How to Approach Study Abroad; IS 310: Films, Food, and Cultural Identities
- **Recent publications:**
 - 2016 *Perros habitados por las voces del desierto. Selección, introducción y notas*, 2nd ed. México: Universidad Autónoma de Nuevo León / Ediciones Matadero.
 - 2016 "Octavio Paz, el centenario y la crisis del paradigma" *Se acabó el centenario: lecturas críticas en torno a Octavio Paz* comp. Gabriel Wolfson. Puebla, México: Universidad de la Americas Press.
 - 2016 "Bolaño and Infrarealism, or Ethics as Politics" *Critical Insights. Roberto Bolaño*, ed. Ignacio López-Calvo. Massachusetts: Salem Press, 167-188.

Field experience:

- **Languages:** Spanish (5), English (3), French (2)
- **Overseas experience:** Spain

Honors/distinctions: Recipient, Honored Instructor Award, University Housing; Editorial Reviewer; Advisory Board, University of Wisconsin Press

Scott Mellor

Title: Faculty Associate

Additional department affiliation: Comparative Literature & Folklore Studies; Religious Studies

Time devoted to IRIS:

Education: Ph.D. University of Wisconsin-Madison, 1999; M.A. University of Wisconsin-Madison, 1992; B.A. University of Minnesota, 1987

Academic Experience:

- **Teaching/Research interests:** Scandinavian/Folklore/Medieval studies, Medieval/19th C. literature
- **Classes taught:** LITTRANS 235: World of the Sagas; SCAN 261: 3rd Year Swedish; LITTRANS 275: Hans Christian Andersen; LITTRANS 271: Masterpieces of Scandinavian Literature: 800-1890; SCAN 401: Contemporary Scandinavian Languages; IS 310: Cultures of Nordic Countries; LITTRANS 337: 19th Century Scandinavian Literature; REL/LITTRANS 342: Mythology of Scandinavia; MED 430: The Vikings; LITTRANS 345: Scandinavian Tale and Ballad; FOLK 460: Folk Epics;
- **Recent publications:**
 - 2015 "Standards for Swedish" *ACTFL*, co-author.

Field experience:

- **Languages:** Swedish (4), Danish (3), French (3), German (3), Icelandic (3), Norwegian (3), Russian (3), Spanish (3), Latin (2), Old Norse (2)
- **Pedagogical training:** ESL Teaching Certificate, University of Minnesota

Honors/distinctions: Faculty Director, Norden House; Faculty Fellow, Bradley Learning Community; Member, Humanities Council of Wisconsin's Speakers Bureau

Spanish & Portuguese

German, Nordic & Slavic

Richard Monette

Law School

Title: Associate Professor

Additional department affiliation: Human Rights Program

Time devoted to IRIS: 50%

Education: L.L.M. University of Wisconsin-Madison, 1997; J.D. University of Oregon, 1988; B.S. Mayville State University, 1982

Academic Experience:

- **Teaching/Research interests:** Indian law, Torts
- **Number of dissertations/theses supervised:**
- **Classes taught:** LAW 730: Federal Law & Indian Tribes; LAW 820: Conflict of Laws; LAW 845: Water Rights Law; LAW 940: Native American Tribal Law

Honors/distinctions: Faculty Director, Great Lakes Indian Law Center; Member North Dakota Bar Association, Native American Bar Association;

Mustafa A. Mustafa

African Cultural Studies

Title: Faculty Associate

Time devoted to IRIS: 50%

Education: B.S. University of Khartoum (Sudan), 1974

Academic Experience:

- **Teaching/Research interests:** Second language acquisition
- **Classes taught:** AFR 321-330: First, Second, Third Year Arabic; Anthropology of South Asia; South Asia Diaspora

Field experience:

- **Languages:** Arabic (5)
- **Overseas experience:** Sudan, Malaysia
- **Pedagogical training:** NALRC Performance-based African Language Training

Honors/distinctions: Instructor, Arabic, Persian, and Turkish Language Immersion Institute

Adam Nelson

Education Policy Studies

Title: Professor

Additional department affiliation: History

Time devoted to IRIS: 25%

Education: Ph.D. Brown University, 1998;

Academic Experience:

- **Teaching/Research interests:** History of education
- **Number of dissertations/theses supervised:** 3
- **Classes taught:** HIS/EPS 713: History of Higher Education in Europe and America; HIS/EPS 622: History of Radical and Experimental Education in the US and UK

Honors/distinctions: Grant recipient, National Endowment for the Humanities, National Academy of Education; Co-director, Ideas and Universities, Worldwide University Network

Larry Nesper

Anthropology

Title: Professor

Additional department affiliation: American Indian Studies

Time devoted to IRIS:

Education: Ph.D. University of Chicago, 1994; M.A. University of Chicago, 1977; B.A. Lawrence University, 1973

Academic Experience:

- **Teaching/Research interests:** Cultural anthropology, Political and legal anthropology
- **Number of dissertations/theses supervised:** 3
- **Classes taught:** ANTHRO 104: Cultural Anthropology and Human Diversity

Field experience:

- **Languages:** Ojibwe (3), Wolof (1)
- **Overseas experience:** Senegal

Honors/distinctions: Grant recipient, Institute for Research in the Humanities; Fellow, National Endowment for the Humanities

Melody Niwot

Journalism & Mass Communication

Title: Assistant Faculty Associate

Time devoted to IRIS: 40%

Education: ABD University of Wisconsin-Madison, M.A. University of Wisconsin-Madison, B.A. Smith College

Academic Experience:

- **Teaching/Research interests:** Culture and globalization; inter-cultural communication; history and memory in film and literature
- **Classes taught:**
INT ST 403: Culture and Identity in the EU
INT ST 403: Culture, Identity, and Globalization
INT ST 523: Culture and the Global Workplace
INT ST 603: History, Memory, and the Witness

Field experience:

- **Overseas experience:** Italy, Ecuador

Honors/distinctions:

- Blended Learning Fellowship, Division of Information Technology, 2015
 - Favorite Instructor Award, UW-Madison University Residence Halls Awards, Spring 2007
 - Alfred and Isabella Panzini-Galpin Award for Excellence in Italian Literature, Department of French and Italian, UW-Madison, 2006
 - Alfred and Isabella Panzini-Galpin Award for Excellence in Italian Literature, Department of French and Italian, UW-Madison, 2005
-

Kristopher Olds

Geography

Title: Professor

Additional department affiliation: Educational Policy Studies, Planning and Landscape Architecture

Time devoted to IRIS: 50%

Education: Ph.D. University of Bristol, 1996

Academic Experience:

- **Teaching/Research interests:** Urban geography, Urban planning, Economic geography, Cultural geography, Global cities
- **Number of dissertations/theses supervised:**
- **Classes taught:** GEO 675: Globalizing Higher Education and Research; GEO 901: Seminar on Cultural Geography
- **Field experience:** England, France, China, Singapore
- **Languages:**
- **Overseas experience:** England, France, China, Singapore
- **Pedagogical training:** Developed and co-taught a multi-disciplinary, internationally collaborative MOOC, “Globalizing Higher Education and Research for the Knowledge Economy,” a hybrid, online-course with embedded audio, visualizations and text. The course was co-taught with Professor Susan Robertson in the Graduate School of Education at the University of Bristol, UK. It ran for seven weeks in spring 2014. 18,000+ students registered.

Honors/distinctions: Invited Lecturer, Schwarzman College, Tsinghua University, China, March 2018

Lindsay Palmer

Communication Arts

Title: Assistant Professor

Time devoted to IRIS:

Education: Ph.D. University of California, Santa Barbara, 2014; M.A. University of California, Riverside, 2009; B.A. Middle Tennessee State University, 2004

Academic Experience:

- **Teaching/Research interests:** Internet and mobile phone use in Zambia, Digital journalism
- **Number of dissertations/theses supervised:** 6
- **Classes taught:** J 830: Theories of International Communication; J 620: War and Media; J 676: The “Global” News Network
- **Recent publications:**
 - Forthcoming “Media Fieldwork: Critical Reflections on Collaborative ICT Research in Rural Zambia” *Applied Media Studies* ed. Kirsten Ostherr. Routledge, with L Parks and D. Gribberg.
 - 2015 “World News at the Newseum: Interactive Imaginings of International News Reporting” *International Journal of Cultural Studies*
 - 2015 “Gender as the Next Top Model of Global Consumer Citizenship” *Female Students and Cultures of Violence in Cities* ed. Julia Hall. New York: Routledge: 81-96.

Field experience:

- **Languages:** Swahili (3)
- **Overseas experience:** Zambia, Kenya

Honors/distinctions: Grant recipient, Louis Maier Development Fund, UW-Madison; Committee Member, Diversity and Inclusion, School of Journalism

Jonathan Patz

Population Health Sciences

Title: John. P. Holton Chair of Health and the Environment

Additional department affiliation: Nelson Institute for Environmental Studies, Global Health Institute

Time devoted to IRIS: 75%

Education: M.D. Case Western Reserve University, 1987; M.P.H. Johns Hopkins University, 1992; B. A. Colorado College, 1980

Academic Experience:

- **Teaching/Research interests:** Global health, Global health education
- **Number of dissertations/theses supervised:** 9
- **Classes taught:** IES 900: Integrative Research Methods for Humans and the Global Environment; PHS 740: Health Impact Assessment of Global Environmental Change; PHS 650: Global Environmental Public Health; IES 400: Global Environmental Change and Disease Risk
- **Recent publications:**
 - 2016 “Solving the Global Climate Crisis: The Greatest Health Opportunity of our Times?” *Public Health Reviews*.
 - 2015 “Climate Change, Human Rights and Social Justice” *Annals of Global Health* 81(3): 310-322, with B.S. Levy.

Field experience: Ethiopia, Brazil

Honors/distinctions: Director, Global Health Institute; Faculty Affiliate, La Follette School of Public Affairs; Affiliate Scientist, National Center for Atmospheric Research (NCAR)

Thomas Popkewitz

Curriculum & Instruction

Title: Professor

Time devoted to IRIS: 25%

Education: Ed.D. New York University, 1970; M.A. Columbia University, 1964; B.A. Hunter College, 1962

Academic Experience:

- **Teaching/Research interests:** Curriculum History/Studies, Cultural sociology of school reform/change
- **Number of dissertations/theses supervised:** 10
- **Classes taught:** CI 716: Reform and Change in Curriculum and Instruction; CI 675: Globalization and Teaching: Dimensions for Curriculum Planning; CI 336: Internationalizing Educational Knowledge
- **Recent publications:**
 - Forthcoming *Political Sociology and Educational Studies: Transnational Studies of the Styles of Reason*
 - 2014 “Comparative Studies and the Reasons of Reason: Historicizing Differences and “Seeing” Reforms in Multiple Modernities” *Empires, Post-Coloniality, and Interculturality: New Challenges for Comparative Education* ed. L. Vega, 21-43. Rotterdam: Sense, with W. Zhao and A Khurshid.

Field experience: China, France, Belgium, Sweden, Spain, Russia, Portugal, Japan

Honors/distinctions: Lifetime Achievement Award, American Education Research Association; Grant recipient, National Institute of Education

Steve Ridgely

Title: Professor, Department Chair

Time devoted to IRIS: 30%

Education: Ph.D. Yale University, 2005; M.A. Yale University; B.A. Carleton College, 1996

Academic Experience:

- **Teaching/Research interests:** Modern Japanese literature, Cultural theory, Trans-Asian studies
- **Number of dissertations/theses supervised:** 6
- **Classes taught:** EA 253: Introduction to Japanese Culture and Civilization; EA/HIS/POL SCI 255: Introduction to East Asian Civilizations; EA 403-404: 7th-8th Semester Japanese; EA 763: Contemporary Transasian Media Cultures; IS 310: Japanese Visual Culture; ASIAN 300: Gateway to Asia
- **Recent publications:**
 - 2016 “Past, Present, and Future at Expo 70” *JapanAmerica: Points of Contact, 1876-1970* Herbert F. Johnson Museum of Art, Cornell University: 120-31.
 - 2016 「朧」の幾何学 [The Geometry of Quicksand] 谷崎潤一郎 – 中国体験と物語の力 [*Tanizaki Jun'ichirō: China experiences and the power of narrative*] Tokyo: Bensei Shuppan, 115-122.
 - 2015 “Fairy Tales in Japan,” “Awa Naoko,” “Kurahashi Yumiko,” “Mizuki Shigeru,” “Ōba Minako,” “Ogawa Yōko,” “Takahashi Rumiko,” “Tawada Yōko,” and “Terayama Shūji”; *Oxford Companion to Fairy Tales* revised edition, ed. Jack Zipes. Oxford University Press

Field experience:

- **Languages:** Japanese (5)
- **Overseas experience:** Japan
- **Pedagogical Training:** Ph.D./M.A. in Japanese literature; literature/linguistic study in Waseda University (Japan)

Honors/distinctions: Fellow recipient, Japanese Ministry of Education; Grant recipient, Japan Foundation, Fulbright-Hays

Sarah Ripp

Institute for Regional & International Studies

Title: Assistant Director for Programming and Communication

Additional department affiliation:

Time devoted to IRIS: 100%

Education: M.A. University of Denver, 2001; B.A. Miami University (Ohio), 1997

Field experience:

- **Languages:** Spanish (3), French (1)
- **Overseas experience:** Canada, Costa Rica, France, Italy, Mexico, Portugal, Spain, United Kingdom

Honors/distinctions: Former Assistant Director, LACIS; Subcommittee Chair, SPARK Committee Staff Experience & Logistics; Member, Committee on Academic Staff Issues (CASI) for the International Division; Board Member, United Nations Association-Dane County Chapter; Member, Consortium of Latin American Studies Programs

Paul Robbins

Geography

Title: Professor

Additional department affiliation: Nelson Institute for Environmental Studies

Time devoted to IRIS: 75%

Education: Ph.D. Clark University, 1996; M.A. Clark University, 1994; B.A. University of Wisconsin-Madison, 1989

Academic Experience:

- **Teaching/Research interests:** Global environmental change; environmental education
- **Number of dissertations/theses supervised:** 5
- **Classes taught:** ENV ST 101: Introduction to Environmental Studies; ENV ST 402: Social Perspectives in Environmental Studies
- **Recent publications:**
 - 2015 "Eroding Cultures and Environments: What a Rapidly Changing Earth Means for the Richness of Human Experience" *Georgetown Journal of International Affairs*
 - 2013 *World Regions in a Global Context: People, Places, and Environments* Fifth Edition. New York: Prentice Hall, ed. with S. Marston, et.al.

Field experience:

- **Languages:** French (1), Hindi/Urdu (1)
- **Overseas experience:** India

Honors/distinctions: Director, Nelson Institute for Environmental Studies; Grant recipient, National Science Foundation

Gay Seidman

Sociology

Title: Martindale Bascom Professor

Time devoted to IRIS: 75%

Education: Ph.D. University of California-Berkeley, 1990; M.A. University of California-Berkeley, 1989/1982; B.A. Harvard College 1978

Academic Experience:

- **Teaching/Research interests:** Sociology of development in Southern Africa and Latin America
- **Number of dissertations/theses supervised:** 9
- **Classes taught:** SOC 925: Labor in the Global Economy; SOC 940: Globalization and Development; CES 630: Sociology of Developing Societies/Third World; SOC 496: Global Sweatshops

Field experience:

- **Languages:** Portuguese (4)
- **Overseas experience:** South Africa, Swaziland, Botswana

Honors/distinctions: Former Director, African Studies Program

Mark Sidel

Law School

Title: Doyle-Bascom Professor of Law and Public Affairs

Time devoted to IRIS: 75%

Education: J.D. Columbia University, 1985; M.A. Yale University, 1982; B.A. Princeton University, 1979

Academic Experience:

- **Teaching/Research interests:** Philanthropy and the law, Human trafficking, Law and society in Asia
- **Classes taught:** LAW 940: Human Trafficking & Involuntary Servitude; LAW 940: Nonprofit and Philanthropic Organizations
- **Recent publications:**
 - Forthcoming *Global Issues in Nonprofit Law and Policy*
 - 2016 "Civil Society Regulation and Space in Asia and the Turn Against Politics" *Charity Law & Practice Review* 18: 133-157.
 - 2015 *Central-Local Relations in Asian Constitutional Systems* Bloomsbury: Hart Publishing, ed. with Andrew Harding.

Field experience:

- **Languages:** Chinese (4), Vietnamese (2)
- **Overseas experience:** China, Vietnam, Thailand, India

Honors/distinctions: Consultant (Asia), International Center for Not-for-Profit Law (ICNL); Former Director, Center for South Asia

Csanád Siklós

Institute for Regional & International Studies

Title: Assistant Director for Students and Curriculum

Time devoted to IRIS: 100%

Education: Ph.D. University of Washington, Seattle, 2002; M.A. University of Washington, Seattle, 1990; B.A. University College London, 1988

Field experience:

- **Languages:** Hungarian (5), Norwegian (4), German (3), Swedish (2), Danish (2), French (2)
- **Overseas experience:** United Kingdom, Hungary

Honors/distinctions: Undergraduate Advisor, LACIS, International Studies; Member, Fulbright Review Committee, IRIS; former coordinator, Arabic, Persian, and Turkish Language Immersion Institute (APTLII)

Erica Simmons

Political Science

Title: Assistant Professor

Additional department affiliation: Sociology, International Studies

Time devoted to IRIS: 75%

Education: Ph.D. University of Chicago, 2012; M.A. University of Chicago, 2007; MPP Harvard University, 2005; B.A. Harvard College, 1999

Academic Experience:

Teaching/Research interests: Civic society, Globalization, Human rights, Latin America, Methodology, Revolution, Social movements

- **Number of dissertations/theses supervised:** 5
- **Classes taught:** IS 601: Mobilizing for Change in Latin America; PS 401/667: Introduction to Contentious Politics; IS 401: From Castro to Chiapas: Social Movements and Revolutions in Latin America; PS 667: Introduction to Contentious Politics
- **Recent publications:**
 - 2017 “Comparison with an Ethnographic Sensibility” Political Science and Politics 50(1): 26-30, with Nicholas Rush Smith.
 - 2016 Meaningful Resistance: Market Reforms and the Roots of Social Protest in Latin America Cambridge University Press.
 - 2016 “Corn, Markets, and Mobilization in Mexico” Comparative Politics 48(3): 413-431.

Field experience:

- **Languages:** Spanish (4), Portuguese (2)
- **Overseas experience:** Mexico, Ecuador, Bolivia

Honors/distinctions: Grant/Fellowship recipient, UW-Madison, Nave Faculty Publication Supplement Grant, Mellon Foundation, National Science Foundation; Recipient, Sage Paper Award, Honored Instructor Award; Member, Newman Award Selection Committee

Karen Solheim

Nursing

Title: Clinical Professor

Additional department affiliation: Human Rights Program, Global Health Institute

Time devoted to IRIS: 50%

Education: Ph.D. University of Colorado; M.S. University of Illinois at Chicago; B.S. University of Wisconsin-Madison

Academic Experience:

- **Teaching/Research interests:** Global health nursing
- **Classes taught:** NURS 400: Study Abroad in Nursing; NURS 436: Health and Illness Concepts with Individuals, Families, and Communities: Experiential Learning; NURS 437: Social Justice in Local and Global Settings

Field experience: Somalia, India, Thailand, Cambodia, Malawi

Honors/distinctions: Postdoctoral Traineeship, University of Illinois at Chicago; Director, Undergraduate Nursing Program, Global Health Initiatives; Co-leader, International Partners for Education, Inc.

Emilie Songolo

Memorial Library

Title: Senior Academic Librarian

Time devoted to IRIS: 50%

Education: M.L.S. University of California, Los Angeles, 1990; B.A. The University of Yaoundé (Cameroon), 1986

Academic Experience:

- **Teaching/Research interests:** China and Africa, Women in African history, Francophone literature/studies
- **Recent publications:**
 - 2018 *African Commemorative Textiles: A Research Guide*
 - 2016 *Francophone Studies: A Research Guide*

Field experience:

- **Languages:** French (5), Basa (5)
- **Overseas experience:** Cameroon, Senegal, Wales

Honors/distinctions: Recipient, UW-Madison African Studies Research Award, Outstanding women of Color Award

Aleksandar Stajkovic

Management & Human Resources

Title: Associate Professor and Distinguished Chair

Time devoted to IRIS: 75%

Education: Ph.D. University of Nebraska-Lincoln, 1996; M.A. University of Nebraska-Lincoln, 1993; B.S. University of Belgrade (Serbia), 1991

Academic Experience:

- **Teaching/Research interests:** Leadership, Organizational behavior
- **Number of dissertations/theses supervised:** 2
- **Classes taught:** MHR 700/872: Organizational Behavior; MHR 704: Managing Behavior in Organizations
- **Recent publications:**
 - Forthcoming *Discovering Competitive Advantages in Subconscious Goals: A Global Leadership Perspective*, with K. Sergeant.

Field experience:

- **Languages:** Serbian (5), Montenegrin (5), French (4), Italian (3), Russian (1)
- **Overseas experience:** Serbia, South Africa

Honors/distinctions: Editor, *Journal of Applied Psychology*

Sarah Stefanos

Wisconsin Institute for Discovery

Title: Kohler Fellow

Additional department affiliation: International Studies, Nelson Institute for Environmental Studies

Time devoted to IRIS: 50%

Education: Ph.D. University of Wisconsin-Madison, pending

Academic Experience:

- **Teaching/Research interests:** Environmental sociology, Sociology of economic change/development

Field experience: Ethiopia, Uganda

Honors/distinctions: Recipient, Fulbright-Hays Doctoral Dissertation Research Abroad Award

Scott Strauss

Political Science

Title: Professor

Additional department affiliation: International Studies

Time devoted to IRIS: 100%

Education: Ph.D. University of California, Berkeley, 2004; M.A. University of California, Berkeley, 1999; B.A. 1993

Academic Experience:

- **Teaching/Research interests:** Genocide, Human Rights, Political violence, African politics
- **Number of dissertations/theses supervised:** 17
- **Classes taught:** IS 101: Introduction to International Studies; PS/IS 317: Politics of Human Rights; IS 318: The Comparative Study of Genocide; PS 900: New Perspectives on International Human Rights; PS 948: Political Violence in International Settings; PS 404: Politics of Human Rights; PS 601: Rebuilding States and Societies after Civil War
- **Recent publications:**
 - 2017 "The Perils of Pluralism: Explaining African Electoral Violence in Sub-Saharan Africa" *Journal of Peace Research* 54(3): 397-411, with Charlie Taylor and Jon Pevehouse.
 - 2015 *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa* Ithaca: Cornell University Press.

Field experience:

- **Languages:** French (5), Swahili (1)
- **Overseas experience:** Rwanda, Kenya, Côte D'Ivoire, Senegal, Mali, Burundi, Sudan, South Sudan, South Africa, Cambodia, Mali, Uganda, Tanzania, Democratic Republic of Congo

Honors/distinctions: Winner, Grawemeyer Prize for Ideas Improving World Order; Consultant, United States Holocaust Memorial Museum, United States Political Instability Task Force; Associate Chair/Director of Graduate Studies, Department of Political Science

Steph Tai

Law School

Title: Associate Professor

Additional department affiliation: Human Rights Program

Time devoted to IRIS: 50%

Education: J.D. Georgetown University, 2000; Ph.D. Tufts University, 1997; B.S. Massachusetts Institute of Technology, 1992

Academic Experience:

- **Teaching/Research interests:** Administrative law, Environmental law, Law and science, Natural resource law
- **Number of dissertations/theses supervised:**
- **Classes taught:** LAW 848: Environmental Law; LAW 744: Administrative Law; LAW 988: Environmental Law: Agricultural Law & the Environment; LAW 988: Environmental Law: Natural Resources Law
- **Recent publications:**
 - 2017 “Private Environmental Governance and the Trans-Pacific Partnership” *Georgetown Environmental Law Review* 29:111.
 - 2015 *International Law for the Environment* ed. with Edith Brown Weiss, et.al.
 - 2015 “Whole Foods: The FSMA and the Challenges of Defragmenting Food Safety Regulation” *American Journal of Law & Medicine* 41: 447.

Field experience: Japan

Honors/distinctions: Fellow, U.S. Supreme Court; Former editor-in-chief, Institute for Global Environmental Strategies; Recipient, American Agricultural Law Association, Vilas Distinguished Achievement Professorship

Jolanda Taylor

German, Nordic & Slavic

Title: Professor

Additional department affiliation: International Studies

Time devoted to IRIS: 30%

Education: Ph.D. Cornell University, 1987; M.A. Cornell University, 1984; B.A. Wheaton College, 1980

Academic Experience:

- **Teaching/Research interests:** Dutch-language literature and culture, Migration and immigration, Trauma and memory, Travel, Contemporary fiction
- **Number of dissertations/theses supervised:**
- **Classes taught:** GER 245/445: Amsterdam/New Amsterdam/New York; GER 325: *De Familie, Geheimen*; GER 625: *Letterkunde der Lage Landen*; IS 212: WIScholars: Wisconsin International Scholars Program Seminar; LITTRANS 326: The Family: Secrets in Dutch Literature and Film

Field experience:

- **Languages:** Dutch, German
- **Pedagogical training:** Ph.D./M.A. in Germanic studies

Honors/distinctions: Faculty Director, Wisconsin International Scholars Program

Katrina Daly Thompson

African Cultural Studies

Title: Professor

Additional department affiliation: Gender & Women's Studies, Religious Studies, Second Language Acquisition

Time devoted to IRIS: 50%

Education: Ph.D. University of Wisconsin-Madison, 2004; M.A. University of Wisconsin-Madison, 1999; B.A. Grinnell College, 1997

Academic Experience:

- **Teaching/Research interests:** African discourse, Linguistic anthropology
- **Number of dissertations/theses supervised:** 22
- **Classes taught:** AFR 575: Methods of Teaching African Languages: Theory and Practice; AFR 407: Language, Gender, and Sexuality in African Contexts; AFR 670: Theories/Methods of Learning a Less Commonly Taught Language; AFR 701: Critical Approaches to Multilingualism; AFR 500: Language and Society in Africa
- **Recent publications:**
 - 2017 *Popobawa: Tanzanian Talk, Global Misreadings* Indiana University Press
 - 2017 *Gendered Lives in the Western Indian Ocean: Islam, Marriage, and Sexuality on the Swahili Coast* Ohio University Press, co-edited with Erin Stiles.
 - 2017 "Beginnings and Endings: An Autoethnographic Account of Two Zanzibari Marriages" *Anthropology and Humanism* 42(1): 149–55.

Field experience:

- **Languages:** Swahili (5), Shona (2)
- **Overseas experience:** Zimbabwe, Tanzania, Malawi
- **Pedagogical training:** Certificate, Technology and Language Instruction, Middlebury College; Ph.D./M.A. in African Languages and Literatures

Honors/distinctions: Director, Program in African Languages; Grant Recipient, Vilas Associate Award; Recipient, Faculty Professional Development Grant, Honored Instructor Award

François Victor Tochon

Curriculum & Instruction

Title: Professor

Additional department affiliation: French & Italian

Time devoted to IRIS: 75%

Education: Ph.D. University of Ottawa (Ontario), 1997; Ph.D. Laval University, 1990; B.A. Neuchatel University

Academic Experience:

- **Teaching/Research interests:** Deep Approach to language teaching/learning, World language teacher education, Applied semiotics/technologies in world language education, Globalization/language policies
- **Number of dissertations/theses supervised:** 17
- **Classes taught:** FRE 311: Advanced Composition and Conversation; CI 564: Advanced Problems on the Teaching of Foreign Languages; CI 975: Postcolonial Perspectives on World Language Education
- **Recent publications:**
 - 2017 "Plurilingualism as a Policy for Peace Education" *Policy for Peace: Language Education* WI: Deep University Press.
 - 2016 "Logiques d'intégration des portfolios électroniques en formation des enseignants turques et français: trois études de cas" *Le portfolio entre ingénierie et reliance sociale* Paris: L'Harmattan.
 - 2016 "How the Theory of Emotions May Support Multicultural Education and Peace" *Envisioning New Possibilities of Multicultural Education*, 643-659.

Field experience:

- **Languages:** French (5), Spanish (4), German (4), Turkish (4)
- **Overseas experience:** Argentina, Canada, Chile, Ecuador, French West Indies, Mexico, Peru, Switzerland

Honors/distinctions: Editor, *International Journal of Applied Semiotics*; Grant recipient, International Research and Studies Program, U.S. Department of Education; Presidential Honor Medal, Recipient, International Scholar Award

Aili Mari Tripp

Political Science

Title: Wangari Maathai Professor

Additional department affiliation: Gender & Women's Studies, La Follette School of Public Affairs

Time devoted to IRIS: 100%

Education: Ph.D. Northwestern University, 1990; M.A. University of Chicago, 1985; B.A. University of Chicago, 1983

Academic Experience:

- **Teaching/Research interests:** Women and politics in Africa, African politics, the informal economy in Africa
- **Number of dissertations/theses supervised:** 9
- **Classes taught:** GWS 320: Women and Changes in Contemporary Africa; GWS 325: Global Feminisms; PS 277: Africa: An Introductory Survey; PS/GWS 469: Women and Politics in Global Contexts; PS 329: African Politics
- **Recent publications:**
 - Forthcoming *The Fight for Women's Rights: Comparing the Middle East and North Africa* New York: Cambridge University Press.
 - 2017 *Women's Activism in Africa: Struggles over Rights and Representation* edited with Balghis Badri. Oxford: Zed Books.
 - 2017 "Coalition Matters: Citizenship, Women and Quota Adoption in Africa" *Perspectives on Politics*.

Field experience:

- **Languages:** Swahili (4)
- **Overseas experience:** Angola, Tanzania, Uganda, Finland, Liberia, United Kingdom

Honors/distinctions: Department Chair, Gender & Women's Studies; Former Research Associate, MacArthur Foundation Program on Peace and International Cooperation; Winner, Best book award in African politics, African Politics Conference Group

Alberto Vargas

Latin American, Caribbean & Iberian Studies

Title: Associate Director

Time devoted to IRIS: 100%

Education: Ph.D. University of Wisconsin-Madison, 1998

Academic Experience:

- **Teaching/Research interests:** Environmental conservation, Natural/Common property resource management, Institutional aspects of development/conservation, Land tenure
- **Number of dissertations/theses supervised:**
- **Classes taught:** ENV 900: Sustainable Development; IS 603: Current Issues in Latin America; LACIS 440: Organic Agriculture in Costa Rica; LACIS 440: People and Culture of El Salvador; IS 310: Environment & Development in Latin America

Field experience:

- **Languages:** Spanish (5), French (3)
- **Overseas experience:** Belize, Caribbean, Costa Rica, Dominican Republic, Guatemala, Honduras, Mexico

Honors/distinctions: Recipient, Honored Instructor Award, UW-Madison; Honorary Fellow, Nelson Institute for Environmental Studies; Co-founder, Centro de Investigaciones de Quintana Roo (CIQRO); Planning analyst, Wisconsin Department of Administration

Mary Jo Wilson

Institute for Regional & International Studies

Title: Assistant Director for Business Operations and Grant Management

Time devoted to IRIS: 100%

Education: M.S. University of Wisconsin-Madison, 1991; B.A. University of Wisconsin-Madison, 1983

Teaching/Research interests: Literacy, Adult education

Honors/distinctions: Former Coordinator, Southeast Asian Studies Summer Institute (SEASSI); Grant recipient, Henry Luce Foundation; Member, TAPS committee, IRIS, Language Education Extramural Funding Committee, UW-Madison School of Music Javanese Gamelan ensemble; Founding member/Co-chair, Wisconsin Summer Language Institute (WISLI)

André Wink

History

Title: Professor

Time devoted to IRIS: 75%

Education: Ph.D. University of Leiden, 1984; M.A. University of Leiden; B.A. University of Leiden

Academic Experience:

- **Teaching/Research interests:** Medieval/Early modern India and Indian Ocean area
- **Classes taught:** HIS 142: History of South Asia to the Present; HIS 448: History of Medieval India; HIS 463/857: Empires of the East; HIS 621: Buddhism in the History of South and Southeast Asia; HIS 600: Advanced Seminar in History; HIS 757: Pro-Seminar in Indian History; HIS 130: Introduction to World History
- **Recent publications:**
2012 *Al-Hind: The Making of the Indo-Islamic World* 3 Volumes Brill.

Languages: Marathi (5), Persian (5), Arabic (4), Sanskrit (3)

Honors/distinctions: Senior Fellow, Institute for Research in the Humanities

Stephen Young

Geography

Title: Professor

Additional department affiliation: International Studies

Time devoted to IRIS: 100%

Education: Ph.D. University of Washington, 2010; M.Sc. University of Edinburgh (Scotland), 2002; B.A. University of Leeds, 2000

Academic Experience:

- **Teaching/Research interests:** Economic geography and development studies in India
- **Number of dissertations/theses supervised:** 2
- **Classes taught:** IS 602: Economy and Society in Contemporary India; IS 402: Global Poverty and Inequality; IS 101: Introduction to International Studies
- **Recent publications:**
2017 "Beyond Improvisation? The Rise and Rise of Youth Entrepreneurs in North India"
Transactions of the Institute of British Geographers 42(1): 98–109, with S. Kumar and C. Jeffrey.
2017 "From a Politics of Conviction to a Politics of Interest? The Changing 'Ontologies' of Youth Politics in India and Nicaragua" *Antipode* 49(1): 193–211, with D. Rodgers.
2016 "College Entrepreneurs in India: The Fortune at the Bottom of a Pyramid Scheme"
Geographies of Children and Young People eds. N. Ansell and N. Klocker. London: Springer.

Field experience:

- **Languages:** Hindi (1)
- **Overseas experience:** India

Honors/distinctions: Faculty Affiliate, International Learning Community; Blended Learning Fellow; Recipient, Chancellor's Distinguished Teaching Award

APPENDIX C: International Studies Courses, 2016-19



IRIS Course Listings Notes

1. Courses are listed alphabetically by Department
2. Courses are 100% International Studies content unless noted
3. Cross-listed courses are annotated and listed by primary Dept

Appendix C

International Studies Courses

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018-2019
					UG	G	UG	G	
AFRICAN LANGUAGES AND LITERATURE									
233	Global Hip Hop & Social Justice <i>(Cross-listed with Afro-American Studies)</i>	Burchell, Damon Chandru Sajnani; Davis, Michael; Mara, Kathryn	3	Spring	191	2	190	0	
277	Africa: Introductory Survey <i>(Cross-listed with Afro-American Studies, Anthropology, Geography, History, Political Science, and Sociology)</i>	Fair, Jo Ellen; Kodesh, Neil	4	Fall, Spring	228	11	244	18	Yes
297	African & African-American Linkages <i>(Cross-listed with Afro-American Studies, History, and Political Science)</i>	Olaniyan, Tejumola	4	Spring	0	0	23	0	
300	African Literature in Translation	England, Samuel (Arab Publics)	3	Fall, Spring	0	0	20	0	Yes
		England, Samuel (Arabic Fiction & Falsehood)			0	0	11	1	
		El-Nossery, Nevine (Contemporary Arabic Lit & Cinema)			22	2	23	2	
		Correa, Cherif Ayouba (Francophone Africa in Translation)			10	0	0	0	
321	First Semester Arabic <i>(Language course, cross-listed with Languages & Cultures of Asia–Languages)</i>	Algabli, Salah Ahmed Ali; Thompson, Katrina; England, Samuel; Lafdouk, Brahim; Muezzin, Ahmad; Sabaaalazab, Mariam Mohamed Aly Nashaat; Ziadna, Tarek	4	Fall	58	6	59	4	Yes
322	Second Semester Arabic <i>(Language course, cross-listed with Languages & Cultures of Asia–Languages)</i>	Algabli, Salah Ahmed Ali; Thompson, Katrina; Lafdouk, Brahim; Muezzin, Ahmad; Sabaaalazab, Mariam Mohamed Aly Nashaat	4	Spring	41	4	42	5	Yes
323	Third Semester Arabic <i>(Language course, cross-listed with Languages & Cultures of Asia–Languages)</i>	Lamine, Sami; Thompson, Katrina; Mustafa, Mustafa	4	Fall	26	3	24	4	Yes
324	Fourth Semester Arabic <i>(Language course, cross-listed with Languages & Cultures of Asia–Languages)</i>	Lamine, Sami; Thompson, Katrina; Mustafa, Mustafa	4	Spring	17	2	9	4	Yes

Note: Unless otherwise indicated, all courses have 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
AFRICAN LANGUAGES AND LITERATURE (continued)									
325	Colloquial Arabic (Language course)	Thompson, Katrina; Ziadna, Tarek	2	Spring	0	0	3	0	Yes
327	Elementary Summer Immersion Arabic (Language course, cross-listed with Languages & Cultures of Asia–Languages)	Algabli, Salah Ahmed Ali; George, May	8	Summer	0	7	0	1	Yes
329	Fifth Semester Arabic (Language course)	Mustafa, Mustafa; Thompson, Katrina	3	Fall	0	0	0	0	Yes
330	Sixth Semester Arabic (Language course)	Mustafa, Mustafa; Thompson, Katrina	3	Spring	0	0	6	1	Yes
331	First Semester Swahili (Language course)	Kivuti, Serah; Lukhachi, David; Thompson, Katrina	4	Fall	12	2	4	4	Yes
332	Second Semester Swahili (Language course)	Jama, Safiya Osman; Thompson, Katrina; Kimario, Pamela Aquiline	4	Spring	6	2	4	4	Yes
333	Third Semester Swahili (Language course)	Lukhachi, David; Ogoti, Vincent R.; Thompson, Katrina	4	Fall	1	2	0	2	Yes
334	Fourth Semester Swahili (Language course)	Lukhachi, David; Thompson, Katrina	4	Spring	1	2	0	1	Yes
370	Islam: Religion and Culture (Cross-listed with Languages & Cultures of Asia, and Religious Studies)	Gade, Anna Margaret	3	Fall	0	0	32	7	
405	African Cultural Studies	Royston, Reginold A. (Africa & the Internet)	3	Fall	0	0	4	6	
409	Topics in US & Global Black Music Studies	Radano, Ronald M. (Global Jazz & Blues Authentic)	3	Spring	0	0	8	0	
427	Intermediate Summer Immersion Arabic (Language course)	Lamine, Sami	8	Summer	0	3	1	4	Yes
435	Advanced Studies in Swahili Language-Grammar (Language course)	Kimario, Pamela Aquiline; Muniko, Mwita Jacob; Thompson, Katrina	3	Fall	2	3	1	2	Yes
436	Advanced Studies in Swahili Language-Reading (Language course)	Kivuti, Serah; Thompson, Katrina; Muniko, Mwita Jacob	3	Spring	1	3	1	0	Yes
445	Readings in Advanced Arabic Texts	England, Samuel (Politics in Arabic Literature & Film)	3	Fall, Spring	0	0	2	6	Yes
		England, Samuel (Self and Memory in Arabic Literature)			4	2	0	0	
446	Readings in Advanced Arabic Texts (Language course)	Mustafa, Mustafa; Thompson, Katrina	3	Spring	6	2	0	0	Yes

Note: Unless otherwise indicated, all courses have a 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
AFRICAN LANGUAGES AND LITERATURE (continued)									
451	Lusophone African Literature (Cross-listed with Portuguese)	Madureira, Luis	3	Spring	3	4	0	0	Yes
495	5th Semester, A Language of Northern Africa (Language course)	Mustafa, Mustafa; Thompson, Katrina (Arabic)	3	Fall	5	1	7	1	Yes
496	6th Semester, A Language of Northern Africa (Language course)	Mustafa, Mustafa; Thompson, Katrina (Arabic)	3	Spring	5	1	0	0	Yes
527	Advanced Summer Immersion Arabic (Language course)		8	Summer	0	0	1	1	Yes
609	Advanced Topics in Global Black Music Studies	Radano, Ronald M.	3	Spring	4	5	0	0	Yes
905	Seminar in African Cultural Studies	Royston, Reginold A.	3	Fall, Spring	0	0	0	25	Yes
		Brown, Matthew (Africa and (Neo)Liberalism)			0	0	0	9	
		Schatzberg, Michael (African Political Thought)			0	0	0	10	
		Madureira, Luis (The Invention of Africa)			0	0	0	6	
AFRO-AMERICAN STUDIES									
241	Introduction to African Art & Architecture (Cross-listed with Art History)	Drewal, Henry J.	3	Fall	0	0	53	14	Yes
275	Science, Medicine, & Race: A History (Cross-listed with History of Science, and Medical History and Bioethics)	Gomez, Pablo	3	Spring	0	0	36	0	
318	Cultural Cross Currents: West African Dance/Music in the Americas (Cross-listed with Music, and Dance)	Walker, Christopher A.	3	Spring	0	0	26	2	
347	The Caribbean & Its Diasporas (Cross-listed History)	Gomez, Pablo	3	Fall	0	0	0	0	Yes
367	Art and Visual Culture: Women of the African Diaspora and Africa (Cross-listed with Gender and Women's Studies)	Almiron, Johanna F.	3	Spring	0	0	7	1	
400	Music Cultures of the World: Africa, Europe, the Americas (Cross-listed with Music)		3	Fall	0	0	0	0	Yes
443	Mutual Perceptions of Racial Minorities (Cross-listed with Asian American Studies)	Thornton, Michael	3	Spring	6	1	13	2	

Note: Unless otherwise indicated, all courses have 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
AGRICULTURAL AND APPLIED ECONOMICS									
244	Environment & Global Economy <i>(Cross-listed with Environmental Studies)</i>	Barham, Bradford	3	Spring	196	4	174	12	Yes
319	The International Agricultural Economy	Stiegert, Kyle	3	Fall, Spring	14	0	18	1	Yes
343	Environmental Economics <i>(Cross-listed with Environmental Studies, and Economics)</i>	Provencher, Bill	3	Fall	258	22	298	14	Yes
350	World Hunger & Malnutrition <i>(Cross-listed with Agronomy, Interdisciplinary Courses in Agricultural and Life Sciences, and Nutritional Sciences)</i>	Bach, Taiya Renae; Stiegert, Kyle; Thurlow, Julie	3	Spring, Summer	574	0	594	8	Yes
462	Latin American Economic Development <i>(Cross-listed Economics, and International Business)</i>	Barham, Bradford	3	Spring	55	1	56	1	Yes
473	Economic Growth & Development in South East Asia <i>(Cross-listed with Economics)</i>	Coxhead, Ian	3	Fall	36	3	0	0	Yes
474	Economic Problems of Developing Areas <i>(Cross-listed with Economics)</i>	Alix-Garcia, Jennifer; Dower, Paul	3	Spring	67	1	51	2	Yes
477	Agricultural & Economic Development in Africa <i>(Cross-listed with Economics)</i>	Foltz, Jeremy; Tjernstroem, Emilia	3	Fall	15	7	38	5	Yes
531	Natural Resource Economics <i>(Cross-listed with Economics, and Forest and Wildlife Ecology)</i>	Fan, Mingxuan; Parker, Dominic	3	Spring	20	9	25	12	Yes
671	Energy Economics <i>(Cross-listed with Environmental Studies, Economics, and Urban and Regional Planning)</i>	Du, Sheldon; Fan, Mingxuan	3	Spring	18	19	19	24	Yes
730	Development Economics 1	Schechter, Laura	3	Spring	0	7	0	7	Yes
731	Development Economics 2	Coxhead, Ian; Foltz, Jeremy	3	Fall	0	11	0	0	Yes
AGRONOMY									
203	Introduction to Global Health <i>(Cross-listed with Entomology, and Nutritional Sciences)</i>	Mittenthal, Robin; Paskewitz, Susan; Pixley, Kevin; Tanumihardjo, Sherry; Mittenthal, Robin; Suri, Devika	3	Fall, Spring	495	2	494	0	Yes
724	Agroecosystems & Global Change <i>(Cross-listed with Agroecology, and Environmental Studies)</i>	Kucharik, Christopher	3	Fall	0	0	0	28	

Note: Unless otherwise indicated, all courses have 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
AMERICAN INDIAN STUDIES									
474	Ethnobotany (Cross-listed with Anthropology, and Botany)	Bradbury, Elizabeth; Emshwiller, Eve; Golan, Jacob Joseph, Huisman, Kelsey Lee; McAlvay, Alex; Schultz, Fern; Giraldo Caro, Giovanni	3	Fall, Summer	78	8	88	8	Yes
ANIMAL SCIENCES									
370	Livestock Production & Health in Agricultural Development (Cross-listed with Dairy Science)	Reed, Jess D.	3	Fall	28	1	29	0	Yes
472	Animal Agriculture & Global Sustainable Development (Cross-listed with Dairy Science, Food Science, and Soil Science)	Wattiaux, Michel	1	Spring	20	3	22	3	
ANTHROPOLOGY									
102	Archaeology & the Pre-historic World	Bunn, Henry T.; Clayton, Sarah C; Kenoyer, Jonathan Mark; Kim, Nam; Schroeder, Sissel	3	Fall, Spring	200	10	203	6	Yes
104	Cultural Anthropology & Human Diversity	Camal, Jerome Sebastien; Enriquez, Falina; Estes, Jennifer; Quick, Joe; Stambach, Amy	3	Fall, Spring, Summer	1512	7	1473	8	Yes
231	Introduction to Social Medicine (Cross-listed with Medical History and Bioethics)	Gomez, Pablo	3	Fall	0	0	29	0	Yes
300	Cultural Anthropology: Theory & Ethnography	Al-Mohammad, Hayder; Nesper, Larry; Quick, Joe	3	Fall, Spring	81	1	72	1	Yes
304	Heredity, Environment & Human Populations	Hawks, John	3	Spring	0	0	82	12	
321	Emergence of Human Culture	Bunn, Henry T.	3	Fall	29	6	29	3	Yes
322	The Origins of Civilization	Kenoyer, Jonathan Mark; Kim, Nam	3	Spring	31	10	20	5	
330	Topics in Ethnology		3-4	Fall, Spring	2	0	0	0	Yes
		Ohnuki-Tierney, Emiko (Anthropology of Foodways)			28	4	0	0	
		Quick, Joe (Anthropology of Tourism)			48	20	0	0	
343	Anthropology of Religion (Cross-listed with Religious Studies)	Al-Mohammad, Hayder	3	Fall	42	0	0	0	Yes
345	Family, Kin & Community in Anthropological Perspective	Stambach, Amy	3	Spring	12	2	0	0	
348	Economic Anthropology	Stambach, Amy	3	Spring	18	8	0	0	
350	Political Anthropology	Bowie, Katherine	3	Fall	0	0	0	0	Yes

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					UG	G	UG	G	
ANTHROPOLOGY (continued)									
357	Introduction to the Anthropology of Japan	Ohnuki-Tierney, Emiko	3	Fall, Spring	32	0	20	0	Yes
411	Evolution of Genus, Homo	Hawks, John	3	Fall	0	0	16	7	
430	Language and Culture (Cross-listed with Languages & Cultures of Asia, and Linguistics)	Enriquez, Falina	3	Fall	54	14	0	0	Yes
443	Anthropology by Women (Cross-listed with Gender and Women's Studies, 50%)	Lepowsky, Maria	3	Spring	0	0	23	6	
456	Symbolic Anthropology	Ohnuki-Tierney, Emiko	3	Fall	0	0	12	10	
477	Anthropology, Environment & Development	Stambach, Amy	3	Fall	5	3	5	7	
570	Anthropology and Education (Cross-listed with Educational Policy Studies)	Hong, Joan Jaejin; Lee, Stacey; Ventura, Julissa	3	Fall, Summer	4	2	34	4	Yes
606	Ethnicity, Nations & Nationalism	Camal, Jerome Sebastien	3	Spring	20	24	0	0	Yes
925	Seminar: Socio-Economic Change in Underdeveloped Areas (Cross-listed with Community and Environmental Sociology, and Sociology)	Conti, Joseph	3	Fall	0	16	0	0	Yes
940	Seminar-Problems in Cultural Anthropology	Lepowsky, Maria (Anthropology of Global Climate Change)	3	Spring	0	0	0	10	
942	Seminar-Archaeological Problems	Clayton, Sarah (Archeaology of Migration)	3	Spring	0	0	0	9	
970	Seminar in Anthropology and Education (Cross-listed with Educational Policy Studies)	Bartlett, Lesley; Lee, Stacey	3	Spring	0	9	0	10	Yes
ART HISTORY									
201	History of Western Art I	Cahill, Nick; Dale, Thomas	4	Fall, Spring	128	65	51	21	Yes
205	Global Arts	Phillips, Gene	4	Fall	19	25	0	0	Yes
210	History of World in 20 Buildings	Pruitt, Jennifer	3	Fall	0	0	0	0	Yes
355	History of Photography	Casid, Jill	3	Fall	20	37	16	22	Yes
408	Topics in Twentieth-Century Art	McClure, Michael Jay (Art History & New Media)	3	Fall	7	13	0	0	
440	Art and Power in Arab World	Pruitt, Jennifer	3	Fall	0	0	23	16	
479	Art and History in Africa	Drewal, Henry J.	3	Spring	0	0	10	5	
621	Mapping, Making, and Representing Colonial Spaces (Cross-listed with Languages & Cultures of Asia)	Chopra, Preeti	3	Spring	4	4	0	0	

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					UG	G	UG	G	
ASIAN AMERICAN STUDIES									
102	Introduction to Comparative Ethnic Studies <i>(Cross-listed with Chican@ and Latin@ Studies, and Folklore Program, 50%)</i>	Clark-Pujara, Christy; Yu, Timothy	3	Spring	143	1	188	1	
246	South East Asian Refugees of Cold War <i>(Cross-listed with History, and Languages & Cultures of Asia)</i>	Cullinane, Michael M.	4	Spring	82	6	84	0	
ATMOSPHERIC & OCEANIC SCIENCES									
132	Earth's Water: Natural Science and Human Use <i>(Cross-listed with Soil Science)</i>	Adams, Laura, Urrutia, Mattie	3	Spring	45	2	72	5	
171	Global Change: Atmospheric Issues and Problems <i>(Cross-listed with Environmental Studies)</i>	Aufforth, Molly; Hitchman, Matthew; Desai, Ankur; Xu, Ke; Wilmot, Taylor	3	Fall, Spring	85	4	42	0	Yes
332	Global Warming: Science & Impacts <i>(Cross-listed with Environmental Studies, and Geography)</i>	McKinley, Galen Anile	3	Spring	20	4	0	0	
425	Global Climate Processes <i>(Cross-listed with Oceanic Sciences)</i>	Back, Larissa E; Desai, Ankur; L'Ecuyer, Tristan	3	Fall	17	5	8	4	Yes
980	Earth System Science Seminar <i>(Cross-listed Geoscience)</i>	Liu, Zheng-yu; Marcott, Shaun Andrew	1	Fall	0	10	0	0	
BIOLOGICAL SYSTEMS ENGINEERING									
367	Renewable Energy Systems <i>(Cross-listed with Environmental Studies)</i>	Reinemann, Doug; Runge, Troy	3	Fall, Spring, Summer	198	13	243	40	Yes
BOTANY									
123	Plants, Parasites, & People <i>(Cross-listed with Plant Pathology)</i>	Allen, Caitilyn; Bent, Andrew; Macguidwin, Ann; Rakotondrafara, Aurelie	3	Fall, Spring, Summer	244	2	226	3	Yes
265	Rainforests and Coral Reefs	Woodward, Catherine	3	Fall	19	0	20	0	
338	Environmental Biogeography <i>(Cross-listed with Geography)</i>	Keefover-Ring, Ken; Marin-Spiotta, Erika	3	Fall	29	2	35	2	Yes
575	Special Topics	Woodward, Catherine (Forests & Humans: From the Midwest to Madagascar, 50%)	2	Summer	12	6	0	0	
CELL AND REGENERATIVE BIOLOGY									
844	Advanced Biotechnology: Global Perspectives	Betz, Natalie Anne	4	Spring	0	0	0	18	
CHICAN@ & LATIN@ STUDIES									
231	Politics in Multi-Cultural Societies <i>(Cross-listed with Political Science, 50%)</i>	Marquez, Benjamin	4	Spring	66	1	100	0	Yes

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					UG	G	UG	G	
CIVIL AND ENVIRONMENTAL ENGINEERING									
444	Practical Applications of GPS Surveying (Cross-listed with Environmental Studies, Geological Engineering, and Geoscience)	Feigl, Kurt	2	Spring	15	2	0	0	
749	Special Topics in Structural Engineering	Nelson, John; Quagliana, Charles (Global AEC Project)	4	Spring	6	0	3	0	
COLLABORATIVE NURSING PROGRAM									
490	Special Topics in Nursing	Galvao, Loren (Global Health Ethics & Human Rights)	3	Summer	0	0	1	0	
COMMUNICATION ARTS									
350	Introduction to Film (25%)	Belodubrovskaya, Maria	3	Fall, Spring	293	8	315	21	Yes
352	Film History to 1960	Kepley, Vance	3	Fall	14	3	0	0	
448	Media and National Identity	Gray, Jonathan	3	Fall	0	0	0	0	Yes
458	Global Media Cultures	Gray, Jonathan	3	Spring	0	0	36	2	
461	Global Art Cinema	Conway, Kelley	3	Spring	0	0	20	7	
470	Contemporary Political Discourse	McCoy, Mary	3	Fall, Spring	44	2	49	0	Yes
573	Globalization/Transnationalism	McKinnon, Sara	3	Spring	14	0	0	0	
950	Seminar-Radio Television Film (50%)	Gray, Jonathan; Jacobs, Lea; Long, Casey; Johnson, Derek; Morris, Jeremy	2	Fall, Spring	0	23	0	31	Yes
COMMUNITY AND ENVIRONMENTAL SOCIOLOGY									
140	Introduction to Community & Environmental Sociology (Cross-listed w/ Sociology, 50%)	Anderson, Kathryn; Bell, Michael; Collins, Jane; Curtis, Katherine	3	Fall, Spring	157	3	198	3	Yes
248	Environment, Natural Resources & Society (Cross-listed with Forest and Wildlife Ecology, and Sociology)	Anderson, Kathryn; Carrillo, Ian Robert; Flournoy, Todd	3	Fall, Spring, Summer	0	0	156	5	Yes
375	Special Topics	Collins, Jane (Labor in Global Food Systems)	3	Spring	0	0	85	0	
434	People, Wildlife & Landscapes (Cross-listed with Environmental Studies, and Geography)	Naughton, Lisa Carol	3	Spring	20	1	0	0	
540	Sociology of International Development, Environment, and Sustainability (Cross-listed with Environmental Studies, and Sociology)	Alatout, Samer; Collins, Jane; Garoon, Joshua	3	Fall	58	10	54	4	Yes
630	Sociology of Developing Societies/Third World (Cross-listed with Sociology)	Seidman, Gay	3	Fall, Spring	0	0	71	3	Yes
652	Sociology of Economic Institutions (Cross-listed w/ Sociology, 50%)	Freeland, Robert	3	Spring	10	4	6	3	

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					UG	G	UG	G	
COMMUNITY AND ENVIRONMENTAL SOCIOLOGY (continued)									
913	Seminar-Social Change (Cross-listed with Sociology)	Oliver, Pamela	3	Fall	0	0	0	18	
940	Seminar-Sociology of Economic Change (Cross-listed with Sociology)	Seidman, Gay	3	Spring	0	0	0	7	
COMPARATIVE LITERATURE									
202	Introduction to Modern & Contemporary Literature	Botero, Beatriz Lucia; Fielder, Brigitte; Neyrat, Frederic; Wells, Sarah	3	Fall, Spring	117	0	50	0	Yes
203	Introduction to Cross-Cultural Literary Forms	Neyrat, Frederic (Calling Planet Earth)	3	Fall, Spring, Summer	0	0	102	0	Yes
		Layoun, Mary (Comics & History)			0	0	59	3	
		Wells, Sarah (Detectives & Noir)			55	1	0	0	
		Neyrat, Frederic (Environmental Humanities)			107	0	0	0	
		Massnick, Thomas (Global Detectives: Fiction & Film)			0	0	111	0	
		Wells, Sarah (Global Science Fiction)			0	0	0	0	
		Kern, Adam (Introduction to Comics & Graphic Novels)			0	0	55	1	
		Pulczynski, Janelle (Literature & Film: Words to Images)			0	0	14	2	
205	Introduction to Comparative Study of Race & Ethnicity, In & Beyond the U.S. (50%)	Layoun, Mary	3	Spring	84	0	0	0	
466	Literature, Media, the Arts	Wells, Sarah (Gender & Technology: Literature & Film)	3	Fall	18	1	0	0	Yes
CONSUMER SCIENCE									
562	The Global Consumer	Murray, Nancy; Sigler, Patricia Ann	3	Fall	60	0	79	1	Yes
CURRICULUM AND INSTRUCTION									
243	Practicum in World Languages (K-12)	Timm, Yanli; Zuidema, Mary Evelyn	3	Fall	4	1	4	0	Yes
339	Cultural Foundations of Learning & Development (33%)	Dando, Michael Benjamin; Halverson, Erica; Schindler, Emily	3	Fall, Spring	23	0	25	0	Yes
342	Teaching World Languages (K-8)	Timm, Yanli; Zuidema, Mary Evelyn	3	Fall	4	2	4	0	Yes
343	Teaching World Languages(6-12)	Tochon, Francois	3	Fall	9	1	3	1	Yes
375	Globalizing Education	Hawkins, Margaret	3	Fall	19	0	20	0	Yes

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					UG	G	UG	G	
CURRICULUM AND INSTRUCTON (continued)									
442	Student Teaching in World Languages (K-8)	Thin Zar, Ei; Timm, Yanli; Zuidema, Mary Evelyn	3	Spring	8	2	3	0	Yes
443	Student Teaching in World Languages (6-12)	Thin Zar, Ei; Timm, Yanli; Zuidema, Mary Evelyn	6	Fall, Spring	18	2	5	2	Yes
564	Advanced Problems on the Teaching of World Languages	Thin Zar, Ei, Timm, Yanli; Tochon, Francois; Zuidema, Mary Evelyn	3	Spring	9	8	2	1	Yes
675	General Seminar	Schweber, Simone; Ward, Ann (Capstone in Secondary Education: Social Studies)	3	Spring, Summer	0	17	0	22	Yes
		Popkewitz, Thomas (International Education)			3	10	0	0	
		Pacheco, Mariana (Language & Culture in Borderlands)			2	5	0	0	
727	Internationalizing Educational Knowledge	Popkewitz, Thomas	3	Spring	0	0	0	9	Yes
764	Globalization and Linguistic Human Rights in Education	Tochon, Francois	3	Fall	0	0	0	11	
765	Globalization and Teaching	Popkewitz, Thomas	3	Fall	0	0	0	0	Yes
943	Mobility, Language & Education	Hawkins, Margaret	3	Fall	0	0	0	0	Yes
964	World Language Education	Tochon, Francois	2	Spring	0	0	0	13	
975	General Seminar	Ho, Li-Ching (Global Conceptions Citizenship)	3	Spring	0	0	0	3	Yes
		Hawkins, Margaret (Language & School: Global & Local)	3		0	0	0	8	
		Hawkins, Margaret (Mobility, Language & Education)	3		0	13	0	0	
DANCE									
165	World Dance Cultures	Skog, Marlene; Zervou, Natalie	3	Fall	49	0	16	1	Yes
DESIGN STUDIES									
527	Global Artisans	Angus, Jennifer	3	Spring	0	0	8	2	
EAST ASIAN LANGUAGES AND LITERATURE									
105	Elementary Korean (Language course)	Lim, Byung-Jin	4	Fall	58	3	63	2	Yes
106	Elementary Korean (Language course)	Ahn, Jaerin; Lim, Byung-Jin	4	Spring	29	1	41	1	Yes
267	Asian Religions (Cross-listed with History, and Religious Studies)	Noseworthy, William	3	Fall	0	0	72	0	

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					UG	G	UG	G	
EAST ASIAN LANGUAGES AND LITERATURE (continued)									
300	Humanities Topics in East Asian Studies <i>(Cross-listed with East Asian Area Studies)</i>	Choi, Hye Eun (Introduction to Korean Culture)	3	Fall, Spring	26	1	0	0	Yes
		Khedup, Jampa (Survey of Tibetan Buddhism)			19	2	0	0	
345	Third Semester Korean <i>(Language course)</i>	Lim, Byung-Jin	3	Fall	21	5	20	1	Yes
346	Fourth Semester Korean <i>(Language course)</i>	Ahn, Jaerin; Lim, Byung-Jin	3	Spring	10	5	11	2	Yes
347	Fifth Semester Korean <i>(Language course)</i>	Lim, Byung-Jin; Woo, Moonjoo; Yum, Jaekwan	3	Fall	8	1	8	2	Yes
348	Sixth Semester Korean <i>(Language course)</i>	Lim, Byung-Jin; Yum, Jaekwan; Woo, Moonjoo	3	Spring	5	1	4	1	Yes
405	Seventh Semester Korean <i>(Language course)</i>	Kim, Sunghak; Lim, Byung-Jin	3	Fall	19	0	15	0	Yes
406	Eighth Semester Korean <i>(Language course)</i>	Kim, Sunghak; Lim, Byung-Jin	3	Spring	14	0	19	0	Yes
EAST ASIAN AREA STUDIES									
363	China and World War II in Asia <i>(Cross-listed with History)</i>	Kinzley, Judd	4	Spring	34	14	0	0	
ECONOMICS									
330	Money and Banking	Rick, Steven William	4	Fall, Spring	332	15	321	23	Yes
420	Urban & Regional Economics <i>(Cross-listed with Real estate & Urban Land Economics, and Urban and Regional Planning)</i>	Ikromov, Nuriddin; Luque, Jaime	3	Fall, Spring	218	15	205	11	Yes
435	The Financial System	Chinn, Menzie D.	3	Fall	37	2	40	1	Yes
464	International Trade & Finance	Bilir, Lisa; Muniagurria, Maria	3	Fall, Spring, Summer	270	32	174	13	Yes
467	International Industrial Organizations	Muniagurria, Maria	3	Fall, Summer	143	16	40	0	Yes
475	Economics of Growth	Muniagurria, Maria	3	Fall, Spring	28	6	0	0	Yes
663	Population and Society <i>(Cross-listed w/ Sociology, 50%)</i>	Engelman, Michal; Grant, Monica	3	Fall, Spring	22	14	27	1	Yes
666	Issues in International Finance	Engel, Charles; Hatchondo Couture, Juan Carlos	3	Fall, Spring	15	2	55	19	Yes
742	Theory of Public Finance and Fiscal Policy (25%)	Wiswall, Matthew James	3	Spring	0	10	0	0	
871	Advanced International Economics	Bilir, Lisa	3	Fall	0	11	0	10	Yes
872	Advanced International Economics	Engel, Charles	3	Fall, Spring	0	8	0	7	Yes

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					UG	G	UG	G	
ECONOMICS (continued)									
977	Workshop in International Economics	Engel, Charles	1	Fall	0	9	0	8	Yes
978	Workshop in International Economics	Bilir, Lisa K; Engel, Charles	2	Spring	0	9	0	39	Yes
EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS									
886	Internationalization of Higher Education	Li, Weijia	3	Fall	0	10	0	16	Yes
EDUCATIONAL POLICY STUDIES									
150	Education and Public Policy	Johnson, Mark (Climate Change & Sustain Environment)	3	Fall, Spring, Summer	25	0	0	0	Yes
		Thangaraj, Miriam Sharon (Education in the World: A Film-based Introduction)			0	0	19	0	
		Kendall, Nancy; Olagbegi-Adegbite, Olayinka; Thangaraj, Miriam Sharon (Human Rights & Education)			75	1	0	0	
220	Human Rights and Education	Speciale, Teresa Jean	3	Fall, Spring	0	0	29	0	Yes
340	Comparative Education	Bartlett, Lesley; Bartlett, Lesley, Olagbegi-Adegbite, Olayinka; Beneke, Abby; Johnson, Mark; Hook, Tyler John	3	Fall, Summer	21	1	74	7	Yes
595	Language Politics, Ethnicity, and Education	Bartlett, Lesley; Hook, Tyler John	3	Spring	6	7	0	0	Yes
600	Problems in Educational Policy	Stern, Walter (History of Student Activism, 50%)	3	Spring	0	0	14	1	
648	Sociology of Education (Cross-listed w/ Sociology, 50%)	Grodsky, Eric; Park, Eujin	3	Fall, Spring	34	3	0	0	Yes
675	Introduction to Comparative & International Education	Kendall, Nancy; Majee, Upenyu Silas	3	Spring	6	15	0	0	Yes
760	Education in Developing Societies	Bartlett, Lesley	3	Fall	0	11	0	0	Yes
780	Special Topics in Educational Policy	Bartlett, Lesley (Migration and Education, 75%)	3	Fall	0	0	0	0	Yes
805	Gender Issues in International Educational Policy (Cross-listed with Gender and Women's Studies, and Public Affairs)	Kendall, Nancy	3	Spring	0	0	1	11	

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					UG	G	UG	G	
EDUCATIONAL POLICY STUDIES (continued)									
962	Seminar in Cross National Studies of Educational Problems	Kendall, Nancy	3	Fall	0	18	0	0	Yes
963	Seminar-Educational Planning & Curriculum Change in Developing Countries	Gandin, Luis Armando	3	Spring	0	5	0	0	
ENGLISH									
250	Women in Literature (Cross-listed with Gender and Women's Studies, 75%)	Jovic-Humphrey, Anja	3	Spring	35	0	0	0	Yes
414	Global Spread of English	Purnell, Thomas	3	Fall	0	0	0	0	Yes
473	Postcolonial or World Literature	Olaniyan, Tejumola (African Literature)	3	Fall	0	0	11	1	
478	Indian Writers Abroad	Dharwadker, Aparna	3	Fall	0	0	0	0	Yes
577	Postcolonial Theatre (Cross-listed with Theatre and Drama)	Dharwadker, Aparna	3	Fall	0	0	16	20	
813	World/Postcolonial Literature in English	Jovic-Humphrey, Anja	3	Fall	0	0	0	15	
ENGINEERING – PROFESSIONAL DEVELOPMENT									
613	International Engineering Strategies & Operations	Schramm, Don	3	Fall	0	42	0	0	Yes
ENTOMOLOGY									
371	Medical Entomology (Cross-listed with Zoology, 33%)	Paskewitz, Susan	3	Spring	44	4	0	0	yes
ENVIRONMENTAL STUDIES									
101	Forum on the Environment (Cross-listed with Soil Science, 50%)	Decre, Barbara Marie Suzy; Hidayat, Dadit; Whitman, Thea; Gudea, Robert Bogdan; Nelson, Toni Bonita; Whitman, Thea	2	Spring	185	4	177	4	Yes
112	Environmental Studies: The Social Perspective	Alatout, Samer	3	Fall, Spring	169	0	252	5	Yes
113	Environmental Studies: The Humanistic Perspective	Gade, Anna Margaret; Wilcox, Shari	3	Fall, Spring, Summer	195	2	193	0	Yes
120	Global Physical Environments (Former title, cross-listed with Geography)	Williams, Jack	3	Fall, Spring	232	4	0	0	Yes
	Introduction to the Earth System (Current title, cross-listed with Geography)	Keefover-Ring, Ken; Marin-Spiotta, Erika; Szymanski, Laura; Williams, Jack			166	3	379	7	
125	Green Screen (Cross-listed with History, and History of Science, 75%)	Boger, Peter	3	Fall	0	0	137	14	
127	Physical Systems of the Environment (Cross-listed with Geography)	Mason, Joseph	5	Fall	40	1	38	0	Yes

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					UG	G	UG	G	
ENVIRONMENTAL STUDIES (continued)									
139	Living in the Global Environment: An Introduction to People-Environment Geography <i>(Cross-listed with Geography)</i>	Gartner, William; Robertson, Morgan	3	Spring	277	10	286	11	Yes
213	Global Environmental Health: An Interdisciplinary Introduction <i>(Cross-listed with Medical history and Bioethics)</i>	Lucey, Emer Hannah; White, Monica M.	3	Spring	161	1	170	2	Yes
307	Literature of the Environment: Speaking for Nature (50%)	Hill, Roberta Jean; Swan, Heather	3	Spring, Summer	46	0	41	1	Yes
309	People, Land and Food <i>(Cross-listed with Geography)</i>	Gibbs, Holly Kristen; Nost, Eric Daniel	3	Fall, Spring, Summer	90	3	76	2	Yes
339	Environmental Conservation <i>(Cross-listed with Geography)</i>	Boger, Peter; Naughton, Lisa Carol; Shattuck, Will; Turner, Matthew	4	Fall, Spring	512	4	392	8	Yes
349	Climate Change Governance	Horowitz, Leah	3	Fall	0	0	0	0	Yes
360	Extinction of Species <i>(Cross-listed with Forest and Wildlife Ecology, and Zoology)</i>	Berkelman, James; Peery, M; West, Elena	3	Fall, Summer	308	3	289	0	Yes
400	Special Topics in the Environment	Bantlin, Drew; Treves, Adrian; Ohrens Rojas, Omar; Santiago-Avila, Francisco (Biological Aspects of Environmental Studies: Conserving Biodiversity)	3	Spring, Summer	67	0	67	3	Yes
402	Social Perspectives in Environmental Studies	(no topic)	4	Fall, Spring, Summer	1	0	0	0	Yes
		Jacobs, Harvey (Reading Environmental Classics, 50%)	3		9	2	0	0	
		Robbins, Paul (Careers in the Environment)	2		0	0	19	0	
		Horowitz, Leah (Climate Change Governance)	3		20	4	0	0	
		Barham, Bradford (Green House: World Sustainability)	1		10	0	0	0	
		Vargas-Prieto, Alberto (Indigeneity and Sustainability)	1		10	9	0	0	
		Conaway, Jessica Deborah (Indigenous Peoples & Environment)	3		9	0	0	0	
(continued below)									

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					UG	G	UG	G	
ENVIRONMENTAL STUDIES (continued)									
	(continued)	Eggert, Tom (People, Environment & Sustainability)	3		32	0	35	0	Yes
430	Law and Environment (Cross-listed with Legal Studies)	Keyser, Richard	3	Spring	30	0	10	1	Yes
441	Environmental Ethics (Cross-listed with Philosophy)	Neyrat, Frederic; Streiffer, Robert	3	Fall, Summer	43	2	56	5	Yes
445	Culture and the Environment (Cross-listed with Spanish)	Beilin, Katarzyna	3	Spring	0	0	14	0	
471	Introduction to Environmental Health (Cross-listed with Population Health Sciences)	Kanarek, Marty	3	Spring	163	6	127	7	Yes
472	Scientific Background to Global Environmental Problems (Cross-listed with Physics)	Joynt, Robert	3	Fall	15	3	0	0	Yes
537	Culture and Environment (Cross-listed with Geography)	Lehman, Jessica	4	Spring	17	1	0	0	
560	Health Impact Assessment of Global Environmental Change (Cross-listed with Population Health Sciences)	Patz, Jonathan	3	Fall	0	0	0	0	Yes
600	Environmental Studies Major Capstone	Conaway, Jessica Deborah; Hidayat, Dadit; Morales, Alfonso; Holloway, Tracey; Keuser, Anke Petra Maria; Ozdogan, Mutlu; White, Monica	3	Fall, Spring	125	0	67	0	Yes
651	Conservation Biology (Cross-listed with Forest and Wildlife Ecology, and Zoology)	Duncritts, Nora; Waller, Donald; Richards, Jeannine	3	Fall	26	7	37	4	Yes
668	Green Politics: Global Experience, American Prospects (Cross-listed with Urban and Regional Planning, 50%)	Genskow, Ken	3	Fall	0	0	12	0	
809	Introduction to Energy Analysis and Policy (Cross-listed with Public Affairs, and Urban and Regional Planning)	Abel, David; Nemet, Gregory; O'Shaughnessy, Eric	3	Fall	2	29	0	38	Yes
866	Global Environmental Governance (Cross-listed with Public Affairs, and Political Science)	Nemet, Gregory	3	Spring	0	28	0	0	Yes
931	Remote Sensing for International Development	Schneider, Annemarie	3	Fall	0	0	0	0	Yes

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					UG	G	UG	G	
FINANCE, INVESTMENT & BANKING									
445	Multinational Business Finance (Cross-listed with International Business)	Celentano, Francesco; Mello, Antonio; Eudey, Gwen; Paker, Bulent	3	Fall, Spring	38	34	38	35	Yes
745	Multinational Business Finance (Cross-listed with International Business, and Investment & Banking)	Celentano, Francesco; Mello, Antonio; DeCheck, Andy	3	Fall, Spring	0	49	0	58	Yes
FOLKLORE PROGRAM									
100	Introduction to Folklore	DuBois, Thomas; Olson, Ruth; Widmayer, Chrissy; Steiner, Sallie Anna	3	Fall, Summer	94	1	73	2	Yes
103	Introduction to Music Cultures of the World (Cross-listed with Music)	Richardson, Matthew	2	Fall, Spring, Summer	336	25	302	17	Yes
352	Shamanism (Cross-listed with Religious Studies)	DuBois, Thomas	3	Spring	0	0	66	7	
402	Musical Cultures of the World (Cross-listed with Music)	Richardson, Matthew	3	Spring	0	0	17	8	
428	Gender & Expressive Culture	Garlough, Christine	3	Spring	0	0	41	4	
443	Sami Culture, Yesterday & Today (Cross-listed with Scandinavian Studies)	DuBois, Thomas	4	Spring	0	0	22	1	
451	The Supernatural in the Modern World	Olson, Ruth	3	Fall	0	0	0	0	Yes
FOREST AND WILDLIFE ECOLOGY									
250	Forests and Humans (Cross-listed with Botany, 50%)	Woodward, Catherine	2	Summer	0	0	26	1	
FRENCH									
313	Professional Communication and Culture in the Francophone World (Cross-listed with International Business)	Bousquet, Gilles; Deitz, Ritt	3	Fall	58	1	45	1	Yes
314	Contemporary Issues in Government, Organizations, and Enterprise (Cross-listed with International Business)	Deitz, Ritt	3	Spring	30	0	27	1	Yes
616	Social Responsibility in Contemporary French-Language Professional Writing	Deitz, Ritt	3	Fall	0	9	0	14	Yes
618	Career Strategies	Deitz, Ritt	2	Spring	0	10	0	16	Yes
642	Culture et societes	Deitz, Ritt; El-Nossery, Nevine	3	Spring	0	9	0	16	Yes
GENDER AND WOMEN'S STUDIES									
101	Gender, Women & Cultural Representation	Das, Devaleena; Ipsen, Pernille	3	Spring	224	3	232	1	Yes

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
GENDER AND WOMEN'S STUDIES (continued)									
102	Gender, Women & Society in Global Perspective	Garlough, Christine	3	Fall	448	12	460	10	Yes
134	Women in World History (Cross-listed with History)	Haynes, April	4	Fall, Spring	65	1	123	2	Yes
320	Special Topics in Gender, Women & Society	Phelps, Katherine Anne (Female Body in the World)	3	Fall, Spring	180	5	365	20	Yes
420	Women: Cross-Societal Perspective	Das,Devaleena; Lepowsky,Maria	3	Fall	36	0	27	3	Yes
GENERAL BUSINESS									
320	Intercultural Communication in Business (Cross-listed with International Business)	Bastian, Laurel Katherine; Ward, David Allen	3	Fall, Spring	47	6	25	0	Yes
GENETICS									
133	Genetics in the News (50%)	Anderson, Philip; Laughon, Allen; O'Connor-Giles, Kate; Vermillion, Katie Lee	3	Fall, Spring	56	0	188	1	Yes
GEOGRAPHY									
101	Introduction to Human Geography	Arefin, Mohammed Rafi; Kaiser, Robert; Woodward, Keith	4	Fall, Spring, Summer	369	9	356	7	Yes
301	Geography of Social Organization	Woodward, Keith	3	Fall	11	0	26	3	Yes
302	Economic Geography: Locational Behavior	Olds, Kristopher	4	Spring	0	0	9	8	
305	Introduction to the City (Cross-listed with Urban and Regional Planning)	Loyd, Jenna; Moore, Sarah; Summer, Rebecca	4	Fall, Spring	142	13	444	12	Yes
318	Introduction to Geopolitics	Kaiser, Robert	3	Spring	46	3	38	5	Yes
340	World Regions in Global Context	Atatimur Tanrikulu, Neslihan; Day, Catherine Teresa; Boothby, Rachel Thayer; Davey, Andrew Dylan; Olds, Kristopher; Young, Stephen	3	Fall, Spring, Summer	634	12	632	16	Yes
358	Geography of Southeast Asia	Baird, Ian; Vue, Pao	3	Spring	12	3	15	3	Yes
475	Topics in Geography	Loyd, Jenna (International Migration & Health)	3	Fall, Spring	0	0	4	1	Yes
		Fontes, Anthony (Violent Geographies)			13	3	0	0	
675	Special Topics in Geography	Olds, Kristopher (City, University & Development Process)	3	Fall	0	0	24	6	
901	Seminar in Cultural Geography (continued below)	Moore, Sarah (Approaches to the City)	3	Fall, Spring	0	6	0	0	Yes

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
GEOGRAPHY (continued)									
	(continued)	Young, Stephen (Geographical Political Economy)			0	0	0	0	
918	Seminar in Political Geography	Kaiser, Robert	3	Fall	0	11	0	0	Yes
GEOSCIENCE									
115	Science Behind the News - The World Around Us	Brown, Phil	1	Spring	149	3	110	2	Yes
HISTORY									
108	Introduction to East Asian History - Korea	Choi, Hye Eun; Kim, Charles	3	Spring	17	10	29	0	Yes
120	Europe and the Modern World 1815 to the Present	Boswell, Laird; Chamedes, Giuliana; Roberts, Mary Louise	4	Fall, Spring	85	5	210	9	Yes
130	Introduction to World History	Wink, Andre	4	Fall, Spring	186	23	141	7	Yes
201	The Historian's Craft	Bernault, Florence (A History of Money)	3	Fall, Spring	14	0	15	0	Yes
		McDonald, David (Cold War on Ice: 1972)	3		0	0	24	1	
		Thal, Sarah (Conspiracy Theories)	4		0	0	40	1	
		Young, Louise (End of Empire)	4		0	0	41	0	
		Ipsen, Pernille (Explorers, Colonizers & Travel)	4		0	0	39	0	
		Callaci, Emily (History of Humanitarianism)	4		33	0	41	0	
		McDonald, David (July 1914)	4		28	0	0	0	
		Haynes, April (Love in History)	3		13	0	0	0	
		Murthy, Viren (Postcolonialism)	3		0	0	0	0	
		(Technology & Revolution in the Middle East)	3		0	0	0	0	
		Wandel, Lee Palmer (Visible History)	4		22	0	0	0	
		Ciancia, Kathryn (WWII's Eastern Front)	4		42	0	0	0	
205	The Making of the Islamic World: The Middle East, 500- 1500 (Cross-listed with Languages & Cultures of Asia, and Religious Studies)	Chamberlain, Michael	3	Fall	37	6	41	11	Yes
220	Introduction to Modern Jewish History (Cross-listed with Jewish Studies)	Bitzan, Amos	4	Fall	25	4	42	1	Yes

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					UG	G	UG	G	
HISTORY (continued)									
225	Exploration in Third World History (Humanities)	Noseworthy, William Brokaw (Decolonize This!)	3	Spring	0	0	11	0	Yes
		Torunoglu, Berke (Modern Middle East: 1800-Present)			0	0	38	3	
229	Explorations in Transnational/Comparative History (Humanities)	Torunoglu, Berke (Displacement, Immigration and Genocide in the Middle East, 1815-1948)	3	Fall, Spring, Summer	17	2	42	0	Yes
		Capps, Maura (Global Histories of Food)			25	0	0	0	
		Noseworthy, William Brokaw (History of Rap: Social Activism & Global Hip Hop, 50%)			4	2	0	0	
		Capps, Maura (History of the British Empire)			0	0	31	1	
		Hutchison, Camden Robert (History of Video Games, 50%)			44	0	0	0	
		Noseworthy, William Brokaw (Migration, Culture & Conflict on Southern Seas)			0	0	9	0	
		Slaight, Jillian Kennedy (Migration in European History)			34	3	0	0	
		Capps, Maura (Migration in World History)			0	0	8	0	
		Boonstra, John (Modern Mediterranean History)			0	0	14	0	
267	Asian Religions (Cross-listed with Religious Studies)	Hansen, Anne	4	Fall	0	0	0	0	Yes
278	Africans in Americas: 1492-1808 (50%)	Janzen, Philip	3	Spring	41	0	0	0	Yes
279	Afro-Atlantic History: 1808-Present	Sweet, James	4	Fall, Spring	46	0	47	7	Yes
283	Intermediate Honors Seminar (continued below)	Bernault, Florence; Kodesh, Neil (Study History - Humanities)	3	Fall, Spring	20	0	0	0	Yes

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					UG	G	UG	G	
HISTORY (continued)									
	(continued)	Chan, Shelly (China and the World)			0	0	4	0	Yes
		Kodesh, Neil (Healing & Science in Africa)			0	0	7	0	
		Ussishkin, Daniel (The British Empire)			0	0	0	0	
309	Crusades: Christianity & Islam (Cross-listed with Medieval Studies, and Religious Studies)	Lapina, Elizabeth	4	Fall	46	9	0	0	Yes
319	The Vietnam Wars	McCoy, Alfred	4	Fall	61	12	58	31	Yes
335	Korean History, 1945 to present	Kim, Charles	3	Fall	18	14	22	22	Yes
336	Chinese Economic History	Dennis, Joseph	4	Fall	24	1	0	0	Yes
350	First World War	Ussishkin, Daniel	4	Fall, Spring	67	17	67	16	Yes
357	The Second World War	Harrisville, David; Roberts, Mary Louise	4	Fall	70	3	69	6	Yes
424	Soviet Union & World,1917-1991	Hirsch, Francine	4	Spring	0	0	55	22	
434	American Foreign Relations, 1901 to the Present	Iber, Patrick	3	Fall	0	0	22	5	Yes
500	Reading Seminar in History	Iber, Patrick (Latin American Revolutions)	3	Spring	0	0	0	0	Yes
		Nikpour, Golnar (Political Thought in Modern Middle East)			6	0	0	0	
600	Advanced Seminar in History	Boswell, Laird; Kelly, Patrick William (AIDS in Global Perspective)	3	Fall, Spring	5	0	0	0	Yes
		Roberts, Mary Louise (Gender & WWII)			0	0	13	0	
		Kim, Charles (Historical Memory)			7	1	0	0	
		Wandel, Lee Palmer (History and Film, 50%)			12	0	15	0	
		Chamberlain, Michael (Islam & Politics: 20th Century)			11	0	0	0	
		Ciancia, Kathryn (Migration and Me)			0	0	0	0	
		Plummer, Brenda (Slavery, Migration,& Identity)			5	0	0	0	
		Boswell, Laird (Terrorism in History)			0	0	15	0	
		Sweet, James (World History of Alcohol)			16	0	0	0	
	(continued below)								

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
HISTORY (continued)									
	(continued)	Harrisville, David (World War II Missing in Action)			0	0	14	0	
701	History in Global Perspective	Dennis, Joseph; Dunlavy, Colleen	1	Fall	0	25	0	16	Yes
705	Topics in Global History	Wandel, Lee Palmer (Christianity in West to 1815)	3	Fall, Spring	0	4	0	0	Yes
		Bitzan, Amos (Modern Jewish History Core)			0	0	0	0	
753	Seminar in Comparative World History	Kodesh, Neil; Roberts, Mary Louise	1	Fall	0	7	0	16	Yes
943	Race & Nationalism	Plummer, Brenda	3	Spring	0	12	0	0	Yes
HISTORY OF SCIENCE									
350	Special Topics in History of Science	Hicks, Marie (Disasters, 75%)	3	Spring	0	0	14	0	
553	International Health & Global Society <i>(Cross-listed with Medical History and Bioethics, and Population Health Sciences)</i>	Keller, Richard	3	Fall	77	6	79	5	Yes
HORTICULTURE									
370	World Vegetable Crops	Goldman, Irwin; Nienhuis, James	3	Fall	37	1	32	1	Yes
375	Special Topics	Atucha, Amaya; Calderon, Claudia Irene (Wines and Vines of the World)	2	Summer	0	0	7	11	
INTEGRATED LIBERAL STUDIES									
203	Western Culture: Literature and the Arts I	Aylward, William; Pandey, Nandini	3	Fall	143	2	151	0	Yes
204	Western Culture: Literature and the Arts II	Mitrovic, Dijana; Vanden Heuvel, Mike	3	Spring	30	0	126	0	
205	Western Culture: Political, Economic, and Social Thought I	Avramenko,Richard; Bunn, Philip Dane; Steck, Rebecca Anne	3	Fall	110	0	133	0	Yes
206	Western Culture: Political, Economic, and Social Thought II	Avramenko, Richard; Kapust, Daniel	3	Spring	47	4	56	4	
234	Genres of Western Religious Writing <i>(Cross-listed with Religious Studies)</i>	Rosenhagen, Ulrich; Stern, Adam	3	Fall, Spring	21	1	37	0	Yes
INTERDISCIPLINARY COURSES (ENGINEERING)									
413	Current Issues in International Engineering	Davis, Jim, Grossenbacher, Laura; Davis, Jim; Nicometo, Christine	1	Fall, Spring	21	2	34	0	Yes

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					UG	G	UG	G	
INTERDISCIPLINARY COURSES (AGRICULTURAL AND LIFE SCIENCES)									
165	Introduction to International Issues in Agricultural & Life Sciences	Courtenay, Todd; Lawry, Stephanie Marie	1	Spring	33	0	0	0	Yes
421	Global Health Field Experience (Cross-listed with Nutritional Sciences)	Held, Patrice Karyn (Public Health Laboratory)	1	Summer	0	0	10	0	
INTERNATIONAL BUSINESS									
200	International Business	Tuli, Sachin	3	Fall, Spring, Summer	383	37	323	34	Yes
320	Intercultural Communication in Business	Bastian, Laurel Katherine	3	Spring	0	0	22	0	
365	Contemporary Topics	(no topic)	1	Fall, Spring	138	0	6	0	Yes
		Tuli, Sachin (International Perspectives)	1		240	0	261	0	
403	Global Issues in Management (Cross-listed with Management and Human Resources)	Li, Min	3	Fall, Spring	107	7	85	10	Yes
420	Global Marketing Strategy (Cross-listed with Marketing)	Tuli, Sachin	3	Fall, Spring	74	9	71	8	Yes
765	Contemporary Topics	Dunham, Randall (Global Business Program)	2	Spring, Summer	0	302	0	294	Yes
INTERNATIONAL STUDIES									
101	Introduction to International Studies	Simmons, Erica; Stefanos, Sarah Adel; Young, Stephen	3	Fall, Spring, Summer	290	5	258	1	Yes
211	Global Language Issues (Cross-listed with Anthropology, Folklore Program, and Linguistics)	Valentine, Rand	4	Fall	94	4	0	0	Yes
212	Wisconsin International Scholars Seminar	Niwot, Melody; Taylor, Jolanda Vanderwal	1	Fall	14	0	14	0	Yes
266	Introduction to the Middle East (Formerly Languages and Cultures of Asia 266)	England, Samuel; Altuntas, Selcuk	3	Fall, Spring	69	2	34	1	Yes
310	International Learning Community Seminar	Pujol, Eve (Food Industry, Health & Environment)	1	Fall, Spring	0	0	2	1	Yes
		Pujol, Eve (Food Industry, Health & Environment)			0	0	2	0	
		Mustafa, Mustafa (Baytunaa: News from Arabic Media)			4	0	3	0	
		Young, Stephen (Critical Geopolitics)			18	2	0	0	
(continued below)									

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
INTERNATIONAL STUDIES (continued)									
	(continued)	Mustafa, Mustafa (Current Events in Middle East & North Africa)			5	0	4	0	
		Rao, Rajiv (Dialects of Spanish Speaking World)			17	0	0	0	
		Medina, Ruben (Exploring World Cultures thru Film)			16	2	8	4	
		Burchell, Damon Chandru Sajnani (Golden Era of Hip Hop: Diversity, Aesthetics, Politics)			0	0	11	5	
		Longinovic, Tomislav (Introduction to Cultural Translation)			0	0	2	0	
		El-Nossery, Nevine (Middle East: Alternative Narratives)			3	0	7	2	
		Elder, Joseph (Religions of the World)			7	2	0	0	
		Evans-Romaine, Karen (Russian & Soviet Cinema)			0	0	0	0	
		Evans-Romaine, Karen (Soviet Film)			0	0	3	0	
320	Contemporary Issues in International Studies	Du Perron, Lalita (Interdisciplinary Approaches to South Asian Studies)	1	Fall, Spring	29	5	29	2	Yes
		Zumbrunnen, John (CRC Global: Dominican Republic)	2		19	0	0	0	
322	DC Seminar: International Affairs Internship Seminar	Planty, Donald	4	Fall	11	1	0	0	Yes
327	Indian Politics in Comparative Perspective (Cross-listed with Political Science)	Bhavnani, Rikhil	3	Fall	0	0	15	2	
335	Globalization and Education (Cross-listed with Educational Policy Studies)	Jiang, Shanshan; Moeller, Kathryn; Thangaraj, Miriam Sharon; Rydberg, Nancy	3	Fall, Spring	108	4	124	0	Yes
373	Globalization, Poverty & Development (Cross-listed with Agricultural and Applied Economics)	Rutherford, Thomas	3	Spring	38	3	39	2	Yes

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018-2019
					UG	G	UG	G	
INTERNATIONAL STUDIES (continued)									
374	Growth & Development of Nations in the Global Economy <i>(Cross-listed with Agricultural and Applied Economics)</i>	Chavas, Jean-paul; Coxhead, Ian	3	Fall	108	6	124	0	Yes
401	Topics in Global Security	Machoian, Ronald (Culture, Strategy, & Security)	3	Fall, Spring	19	1	23	2	Yes
		Geran, Jean Marie (Emerging Human Rights Issues in East and Southeast Asia)			0	0	12	0	
		Machoian, Ronald (Revolution & Insurgency: In Theory & Experience)			18	2	23	2	
403	Culture in the Age of Globalization	Niwot, Melody (Culture & Identity in EU)	3	Fall, Spring	0	0	0	0	Yes
		Niwot, Melody (Culture, Identity, Globalization)			16	0	44	0	
431	Contentious Politics <i>(Cross-listed with Political Science)</i>	Simmons, Erica	4	Spring	48	11	0	0	
434	The Politics of Human Rights <i>(Formerly 317, cross-listed with Political Science)</i>	Morier, Evan; Power, Ben; Straus, Scott Jacobs, Rachel	4	Spring, Summer	74	3	160	10	Yes
439	Comparative Study of Genocide <i>(Cross-listed with Political Science)</i>	Straus, Scott	4	Fall	0	0	98	3	Yes
535	Women's Global Health <i>(Cross-listed with Gender and Women's Studies)</i>	Alonso, Araceli	3	Spring	50	0	45	1	Yes
601	Topics in Global Security	Cruvellier, Thierry (International Criminal Justice: Models and Practices)	3	Fall	22	0	23	0	Yes
		Feingold, Russel (Negotiating Peace in African Great Lakes Region)			0	0	0	0	
602	Topics in Politics and Policy in the Global Economy	Covington, Elizabeth (Europe and Migration)	3	Spring	13	0	0	0	Yes
		Covington, Elizabeth (Rise (&Fall?) of Liberal Democratic States)			0	0	15	1	
603	Topics in Culture in the Age of Globalization	Fair, Jo Ellen (Pop Culture and Politics in the Global South)	3	Fall	16	0	12	0	Yes

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					UG	G	UG	G	
INTERNATIONAL STUDIES (continued)									
622	DC Seminar: International Affairs Internship Seminar	Planty, Donald	4	Fall	11	1	0	0	Yes
JEWISH STUDIES									
211	Introduction to Judaism (Cross-listed with Religious Studies)	Rosenblum, Jordan	4	Fall	22	4	0	0	Yes
JOURNALISM AND MASS COMMUNICATION									
201	Introduction to Mass Communication	Liu, Jiawei; Wells, Christopher; McGarr, Kathryn; Rojas, Hernando; Su, Min-Hsin; Zhang, Yini	4	Fall, Spring	728	2	688	3	Yes
617	Health Communication in the Information Age (Cross-listed with Communication Arts, and Life Sciences Communication)	Cascio, Christopher	3	Fall	0	0	22	1	
620	International Communication	Palmer, Lindsay	4	Fall, Spring	62	3	22	0	Yes
676	Topics in Mass Communication (50%)	Culver, Kathleen; Graves, Lucas; Yang, Junghwan	3	Fall, Spring	126	12	0	0	Yes
822	Global Communication	Palmer, Lindsay; Rojas, Hernando	3	Fall, Spring	0	0	0	34	
LANGUAGES AND CULTURES OF ASIA-LANGUAGES									
303	First Semester Burmese (Language course)		4	Summer	12	0	7	0	Yes
304	Second Semester Burmese (Language course)		4	Summer	12	0	7	0	Yes
309	First Semester Indonesian (Language course)	Barnard, Erlin; Hutami, Ika; Kurniani, Nona; Liwe, Amelia Joan	4	Fall, Summer	4	13	11	13	Yes
310	Second Semester Indonesian (Language course)	Hutami, Ika; Kurniani, Nona; Liwe, Amelia Joan	4	Spring, Summer	4	13	9	14	Yes
328	Elementary Summer Immersion Persian (Language course)	Mirsharifi, Fatemehsadat	8	Summer	0	2	0	4	Yes
329	Elementary Summer Immersion Turkish (Language course)	Erbil Erkan, Nalan	8	Summer	0	3	0	2	Yes
339	First Semester Turkish (Language course)	Erbil Erkan, Nalan	4	Fall	7	1	2	2	Yes
340	Second Semester Turkish (Language course)	Erbil Erkan, Nalan; Simic, Milan	4	Spring	4	1	3	3	Yes
363	First Semester Persian (Language course)	Farsiu, Sara	4	Fall	4	7	6	2	Yes
364	Second Semester Persian (Language course)	Farsiu, Sara	4	Spring	4	5	4	2	Yes

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
LANGUAGES AND CULTURES OF ASIA—LANGUAGES (continued)									
365	First Semester Tamil (Language course)	Rajic, Nikola; Christdas, Prathima	4	Summer	3	0	6	0	Yes
366	Second Semester Tamil (Language course)	Rajic, Nikola; Christdas, Prathima	4	Summer	3	0	6	0	Yes
403	Third Semester Burmese (Language course)		4	Summer	3	0	1	0	Yes
404	Fourth Semester Burmese (Language course)		4	Summer	3	0	1	0	Yes
409	Third Semester Indonesian (Language course)	Barnard, Erlin; Hutami, Ika	4	Fall, Summer	1	1	1	7	Yes
410	Fourth Semester Indonesian (Language course)	Hutami, Ika	4	Spring, Summer	1	1	0	7	Yes
427	Intermediate Summer Immersion Arabic (Language course)	Youssef, Mary	8	Summer	2	1	0	0	Yes
428	Intermediate Summer Immersion Persian (Language course)	Niazi, Kaveh	8	Summer	0	5	1	7	Yes
429	Intermediate Summer Immersion Turkish (Language course)		8	Summer	0	0	1	1	Yes
439	Third Semester Turkish (Language course)	Erbil Erkan, Nalan	4	Fall	3	0	0	0	Yes
440	Fourth Semester Turkish (Language course)	Erbil Erkan, Nalan	4	Spring	2	0	2	0	Yes
463	Third Semester Persian (Language course)	Farsiu, Sara; Qasemi, Ehsan	4	Fall	7	0	2	2	Yes
464	Fourth Semester Persian (Language course)	Farsiu, Sara	4	Spring	5	0	2	1	Yes
503	Fifth Semester Burmese (Language course)		4	Summer	2	0	2	0	Yes
504	Sixth Semester Burmese (Language course)		4	Summer	2	0	2	0	Yes
509	Fifth Semester Indonesian (Language course)	Estiningsih, Meita; Hutami, Ika; Kurniani, Nona; Liwe, Amelia Joan	3	Fall, Summer	1	9	0	2	Yes
510	Sixth Semester Indonesian (Language course)	Barnard, Erlin; Hutami, Ika; Kurniani, Nona, Liwe, Amelia Joan	3	Spring, Summer	1	8	1	3	Yes
528	Advanced Summer Immersion Persian (Language course)	Shariati, Maryam	8	Summer	0	4	0	3	Yes
529	Advanced Summer Immersion Turkish (Language course)	Derin, Funda	8	Summer	0	4	0	0	Yes
539	Fifth Semester Turkish & Azeri (Language course)	Simic, Milan	4	Spring	0	0	2	0	Yes
563	Fifth Semester Persian (Language course)	Barnard,Erlin	3	Fall	0	0	1	1	Yes

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
LANGUAGES AND CULTURES OF ASI –LANGUAGES (continued)									
564	Sixth Semester Persian (Language course)	Barnard, Erlin	3	Spring	0	0	0	1	Yes
601	Seventh Semester Asian Language (Language course)	(Indonesian)	3	Fall, Summer	0	0	1	0	Yes
		Derin, Funda (Turkish-Azeri)			0	1	0	0	
602	Eighth Semester Asian Language (Language course)	Barnard, Erlin (Indonesian)	3	Spring, Summer	0	0	2	0	Yes
		Derin, Funda (Turkish-Azeri)			0	1	0	0	
LANGUAGES AND CULTURES OF ASIA									
421	Survey of Tibetan Buddhism (Cross-listed with Religious Studies)	Khedup, Jampa	3	Fall	11	5	17	3	Yes
615	Writing Travels	Gold, Daniel	3	Fall	6	0	0	0	Yes
623	Yoga: Methods and Goals (Cross-listed with Religious Studies)	Buhnemann, Gudrun	3	Spring	15	1	6	1	Yes
624	Meditation-Buddhism & Hinduism (Cross-listed with Religious Studies)	Buhnemann, Gudrun	3	Fall	15	3	6	0	
LAW									
818	Comparative Law	Hendley, Kathryn	3	Spring	0	0	4	32	Yes
827	International Law	Huneus, Alexandra	3	Spring	0	29	0	20	Yes
828	International Transactions	Ibele, Erik Warren; Yackee, Jason	3	Fall, Spring	0	24	0	17	Yes
871	International Trade Law	Ibele, Erik Warren	3	Fall	0	22	0	17	Yes
872	Legal Issues: North America & East Asia (50%)	Smithka, Chris	2	Spring	0	14	0	15	Yes
895	Wisconsin International Law Journal	Klug, Heinz	1	Fall, Spring, Summer	0	95	0	103	Yes
918	Problems in International Law Seminar	Atapattu, Sumudu (Climate, Human Rights & the Environment)	3	Fall, Spring	0	9	0	12	Yes
		Yackee, Jason (International Commercial Arbitration)	3		0	11	0	14	
		Atapattu, Sumudu (International Environmental Law)	3		0	10	0	9	
		Yackee, Jason (International Law: Vis Competition)	2		0	7	0	8	
940	Law & Contemporary Problems	Bowen, Jeff (International American Litigation-Doshisha)	2	Spring, Summer	0	2	0	0	
		Peng, Xu (International Trade Law-Shanghai)	3		0	9	0	7	
(continued below)									

Note: Unless otherwise indicated, all courses have 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018-2019
					UG	G	UG	G	
LAW (continued)									
	(continued)	Bilder, Anne Elizabeth; Kastberg, Erin Elizabeth (Privacy Law in the Information Age)	2		0	20	0	0	Yes
981	Law & Modernization Seminar	Ohnesorge, John	3	Fall	0	0	0	0	Yes
LEGAL STUDIES									
409	Human Rights in Law & Society	Garcia Del Moral, Paulina; Huneeus, Alexandra	3	Fall, Spring	29	3	28	0	Yes
450	Topics in Legal Studies & Humanities	Sharafi, Mitra (History of Forensic Science, 50%)	3	Spring	0	0	38	0	
LIBRARY AND INFORMATION STUDIES									
201	The Information Society	LeClere, Ellen Elizabeth; Rubel, Alan	4	Fall, Spring	112	0	127	0	Yes
658	E-Revolutions	Salo, Dorothea	3	Summer	0	0	0	13	
LINGUISTICS									
303	Language, History, and Society	Salmons, Joe	3	Spring	14	2	20	6	Yes
LITERATURE IN TRANSLATION									
226	Introduction to Luso-Afro-Brazilian Literature	Sanchez, Kathryn Margaret	3	Fall	7	0	0	0	
260	Italy & Invention of America	Buccini, Stefania	3	Fall	18	0	29	0	Yes
329	Vampire in Literature and Film	Borovskaya, Anna; Edwards, Kristin; Longinovic, Tomislav; Trumble, Ruth Marie	3	Fall	293	1	0	0	
MARKETING									
724	Strategic Global Sourcing	Mc Keller, John	3	Spring	0	24	0	34	Yes
MEDICAL HISTORY AND BIOETHICS									
753	International Health & Global Society	Keller, Richard	1	Fall	1	3	1	5	Yes
MEDICAL MICROBIOLOGY & IMMUNOLOGY									
555	Vaccines: Practical Issues for a Global Society	Shult, Peter	3	Spring	7	11	13	8	Yes
MUSIC									
101	The Musical Experience	Earp, Lawrence; Richardson, Matthew	3	Fall	152	0	154	9	Yes
NURSING									
437	Social Justice in Local & Global Settings (75%)	Freitag, Mel; Solheim, Karen	3	Fall	0	0	0	0	Yes
525	Global Health Nursing	Solheim, Karen	2	Fall	12	2	0	0	Yes
NUTRITIONAL SCIENCES									
375	Special Topics	Diprete Brown, Lori; Mittenthal, Robin; Shrestha, Sweta; Suri, Devika (Wisconsin AHEC: The Local to Global Connection)	1	Fall, Spring	22	0	46	0	Yes

Note: Unless otherwise indicated, all courses have a 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
NUTRITIONAL SCIENCES (continued)									
421	Global Health Field Experience	Diprete Brown, Lori (Wisconsin AHEC: The Local to Global Connection)	1	Spring	0	0	4	0	Yes
PATHO-BIOLOGICAL SCIENCES									
210	HIV: Sex, Society and Science (Cross-listed with Pathology and Laboratory Medicine)	Friedrich, Thomas Christiaan; Gold, Susan Dillon; Kendall, Nancy; Reynolds, Matthew; O'Connor, David	3	Fall	96	1	88	1	Yes
PHARMACY PRACTICE									
673	Seminar in Global Health Pharmacy	Kraus, Connie; Kraus, Connie; Seys, Trisha Marie	1	Spring	0	12	0	17	Yes
PHILOSOPHY									
304	Topic in Philosophy- Humanities	(Wisdom Traditions of the World)	3	Fall	0	0	0	0	Yes
PLANT PATHOLOGY									
311	Global Food Security	Barak-Cunningham, Jeri	3	Fall	18	0	20	0	Yes
POLITICAL SCIENCE									
120	Politics Around the World (Formerly 106)	Leng, Ning; Ringe, Nils; Shelef, Nadav	4	Fall, Spring, Summer	578	22	574	12	Yes
140	Introduction to International Relations (Formerly 103)	Ardon, Noga; Barnes, Nicholas John; Pevehouse, Jon; Uvsh, Delgerjargal; Williams, Timothy Vern; Copelovitch, Mark; Laaker, Dillon Levi; Pevehouse, Jon; Laaker, Dillon Levi	3	Fall, Spring, Summer	547	18	696	24	Yes
182	Politics Around World-Honors (Formerly 186)	Herrera, Yoshiko	3	Fall	42	2	36	2	Yes
328	Politics of East & South East Asia	Jung, Eunsook	3	Fall	0	0	0	0	Yes
330	Political Economy of Development	Bhavnani, Rikhil	3	Fall	0	0	47	4	
346	China in World Politics	Friedman, Edward	4	Fall, Spring	60	2	62	6	Yes
347	Terrorism (Formerly 319)	Kydd, Andrew	3	Fall	49	3	98	7	Yes
348	Analysis of International Relations (Formerly 376)	Ardon, Noga; Mueller, Susanne; Martin, Lisa; Loeza, Richard James	3	Fall, Spring, Summer	95	0	164	0	Yes
350	International Political Economy (Formerly 371)	Copelovitch, Mark; Meier, Anna; Toukan, Mark Aaron	3	Summer	28	0	24	1	Yes

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018-2019
					UG	G	UG	G	
POLITICAL SCIENCE (continued)									
354	International Institutions & World Order (Formerly 337)	Oltman, Anna; Loeza, Richard James	4	Fall, Spring	48	1	49	0	Yes
356	Principles of International Law (Formerly 316)	Kinsella, Helen	3	Fall, Spring	113	2	94	5	Yes
363	Literature and Politics	Robiadek, Katherine	3	Spring	0	0	48	1	
377	Nuclear Weapons & World Politics	Kydd, Andrew; Powers, Ryan McSherry	3	Spring	89	3	92	6	Yes
401	Selected Topics in Political Science	Jung, Eunsook (International Development & Cooperation)	3	Fall, Spring, Summer	0	0	67	23	Yes
		Jung, Eunsook (Islam & World Politics)			0	0	52	8	
		Jung, Eunsook (Politics of Islam & World Politics)			48	3	0	0	
438	Comparative Political Culture	Schatzberg, Michael	3	Spring	0	0	15	2	Yes
455	African International Relations (Formerly 362)	Schatzberg, Michael	3	Fall	37	3	32	2	Yes
506	Topics in Political Philosophy	Promisel, Michael (Politics & Sport Through Time)	3	Summer	4	1	0	0	Yes
534	Socialism & Transitions Market	Gehlbach, Scott	3	Spring	9	4	0	0	
635	Comparative Politics of Sport	Schatzberg, Michael	3	Spring	0	0	19	1	
700	Introduction to International Politics	Powers, Ryan McSherry	1	Summer	0	1	0	0	Yes
837	Formal Models in International Relations	Kydd, Andrew	3	Fall	0	0	0	0	Yes
854	Nationalism & Ethnic Conflict	Shelef, Nadav	3	Fall	0	0	1	14	
856	Field Seminar in Comparative Politics	Herrera, Yoshiko	3	Fall	0	9	0	4	Yes
857	International Relations Theories	Kydd, Andrew; Martin, Lisa	3	Fall	0	12	0	8	Yes
864	International Political Economy	Copelovitch, Mark	3	Spring	0	0	0	10	Yes
900	Topics in Political Science	Pevehouse, Jon (Readings in International Relations)	1	Fall, Spring	0	22	0	0	Yes
940	Domestic Politics of International Relations	Weeks, Jessica	3	Spring	0	0	0	6	
948	Seminar: Topics in Comparative Politics	Bhavnani, Rikhil (Political Economy of Development)	3	Fall, Spring	0	11	0	0	Yes
		Bhavnani, Rikhil (Political Inequality)			0	0	0	5	
		Straus, Scott (Political Violence)			0	6	0	9	

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Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
POLITICAL SCIENCE (continued)									
960	Seminar in International Relations	Renshon, Jonathan (Psychology & World Politics)	3	Fall, Spring	0	9	0	0	Yes
		Weeks, Jessica (Research in International Relations)			0	0	0	0	
988	International Relations Workshop	Kinsella, Helen; Pevchouse, Jon; Shelef, Nadav	2	Fall, Spring	0	29	0	24	Yes
POPULATION HEALTH SCIENCES									
370	Intro to Public Health: Local to Global Perspectives (50%)	Remington, Patrick L'Heureux	3	Spring	407	3	463	1	
503	Vulnerable Children: Africa	Diprete Brown, Lori	1	Fall	0	0	12	4	Yes
640	Foundations in Global Health Practice	Conway, James; Diprete Brown, Lori; Olsen, Christopher	1	Spring	0	23	0	45	
644	Global Health & Disease	Evensen, Ann Elizabeth; Haq, Cindy; Mead, Scott Michael (Africa)	1	Spring	1	11	1	7	Yes
		Legenza, Laurel (South America)			0	0	1	10	
		Conway, James; Conway, James; Solheim, Karen (Southeast Asia)			9	12	0	13	
718	Global and International Health Care Systems	Solheim, Karen	2	Fall	1	34	0	25	Yes
904	Special Topics in Epidemiology	Durkin, Maureen Suzanne (Global Health Epidemiology)	2	Fall	0	0	0	32	
915	International Health Systems & Policy	Oliver, Thomas	2	Fall, Spring, Summer	0	52	0	45	Yes
PORTUGUESE									
101	1st Semester Portuguese (Language course)	Equels ,Perry Asa Reagan; Ferreira, Carolina Alvim; Hendrickson, Jared William; Pechstein, Israel	4	Fall	30	2	26	4	Yes
102	2nd Semester Portuguese (Language course)	Equels, Perry Asa Reagan; Ferreira, Carolina Alvim; Oliveira, Mariana; Pechstein, Israel; Rios Rodriguez, Jara	4	Spring	24	0	17	2	Yes

Note: Unless otherwise indicated, all courses have 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
PORTUGUESE (continued)									
201	3rd Semester Portuguese (Language course)	Alves Pantaleao, Michael Douglas; Ferreira, Carolina Alvim	4	Fall	15	0	17	0	Yes
202	4th Semester Portuguese (Language course)	Alves Pantaleao, Michael Douglas; Ferreira, Carolina Alvim	4	Spring	8	0	5	0	Yes
225	3rd Year Conversation & Composition (Language course)	Albuquerque, Severino	3	Fall	6	1	0	0	Yes
226	3rd Year Conversation & Composition (Language course)	Hendrickson, Jared William	3	Spring	4	2	4	0	Yes
301	Intensive Portuguese (Language course)	Albuquerque, Severino; Hendrickson, Jared William; Oliveira, Mariana	4	Fall, Spring, Summer	12	10	7	11	Yes
302	Intensive Portuguese (Language course)	Albuquerque, Severino; Rios Rodriguez, Jara	4	Summer	0	0	1	6	Yes
311	4th Year Conversation & Composition (Language course)	Hendrickson, Jared William; Sanchez, Kathryn Margaret	3	Fall	5	3	6	7	Yes
312	4th Year Conversation & Composition (Language course)	Albuquerque, Severino; Sapega, Ellen	3	Spring	2	6	2	6	Yes
361	Portuguese Civilization	Sapega, Ellen	3	Fall	0	0	20	1	
362	Brazilian Civilization	Sapega, Ellen	3	Fall	0	0	0	0	Yes
411	Survey in Portuguese Literature, Pre-1825	Sanchez, Kathryn Margaret	3	Fall	0	0	4	2	
467	Survey in Portuguese Literature, since 1825	Sapega, Ellen	3	Fall	2	4	0	0	
468	Survey in Brazil Literature, since 1890	Albuquerque, Severino	3	Spring	4	4	0	0	
751	Seminar in Brazilian Literature	De Seixas Guimaraes, Helio	3	Spring	0	0	0	2	
772	Seminar in Portuguese Literature	Sapega, Ellen (Islands/Ilhas)	3	Spring	0	8	0	0	Yes
PUBLIC AFFAIRS									
850	International Governance	Copelovitch, Mark	3	Fall	0	14	2	18	Yes
854	Macroeconomic Policy and International Financial Regulation	Chinn, Menzie	3	Fall	1	10	0	12	Yes
856	Trade, Competition & Governance	Chinn, Menzie	3	Spring	1	10	0	13	Yes
860	Workshop in International Public Affairs	Smeeding, Timothy Michael	3	Spring	0	12	0	15	Yes
974	Topics in Public Affairs (continued below)	Johnson, Mark (Contemporary Issues in International Politics)	3	Spring	0	0	2	10	Yes

Note: Unless otherwise indicated, all courses have 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018- 2019
					UG	G	UG	G	
PUBLIC AFFAIRS (continued)									
	(continued)	McKelvey, Christopher (International Program Evaluation)			2	20	0	0	Yes
		McKelvey, Christopher (International Development Policy)			0	0	0	42	
		Kozel, Valerie (Poverty, Inequality & International Development Policy)			2	20	0	0	
RELIGIOUS STUDIES									
101	Religion in Global Perspective	Norman, Corrie	3	Fall	176	2	0	0	
102	Religion in Sickness & Health	Norman, Corrie	3	Fall	0	0	182	2	Yes
SCANDINAVIAN STUDIES									
443	Sami Culture, Yesterday & Today	DuBois, Thomas	4	Spring	0	0	0	4	
SOCIOLOGY									
170	Population Problems (75%)	Engelman, Michal; Grant, Monica; Nobles, Jenna Elizabeth	3	Fall, Spring	759	5	780	4	Yes
496	Topics in Sociology Ethnography	Laemmli, Taylor Nicole	3	Fall	5	0	0	0	Yes
624	Political Sociology	Ermakoff, Ivan	3	Fall, Spring	5	16	22	7	Yes
633	Social Stratification (50%)	Logan, John	3	Spring	0	0	8	1	
663	Population and Society (50%)	Grant, Monica	4	Fall	22	14	0	0	
904	Sociological Perspectives in Gender	Ferree, Myra Marx (Gender, Politics & Intersectionality)	3	Fall, Spring	0	9	0	0	Yes
924	Seminar in Political Sociology	Conti, Joseph (International Institutions & Global Governance)	3	Fall	0	0	0	8	
940	Seminar-Sociology of Economic Change	Reydon, Bastiaan; Seidman, Gay	3	Fall	0	6	0	13	
972	Seminar-Population & Development	Grant, Monica	3	Spring	0	0	0	3	
SOIL SCIENCE									
131	Earth's Soil	Hartemink, Alfred	1	Fall	0	0	0	0	Yes
431	Soils of the World	Hartemink, Alfred	1	Spring	52	6	50	6	Yes
SPANISH									
468	Topics in Hispanic Culture	Pellegrini, Marcelo ("The Beautiful Game")	3	Fall, Spring	0	0	0	0	Yes
		Beilin, Katarzyna (Anthropocene: Culture, Economy, Environment)			46	1	0	0	
		Close, Glen (Documenting Spanish America)			0	0	11	0	
		Bilbija, Ksenija (Human Rights in Argentina and Chile)			0	0	0	0	
	(continued below)								

Note: Unless otherwise indicated, all courses have 100% international studies content.

Course Number and Title		Instructor (Topic)	Credits	Term	2016-2017		2017-2018		Offered in 2018-2019
					UG	G	UG	G	
SPANISH (continued)									
	(continued)	Goldgel-Carballo, Victor (Race in Latin America)			23	1	0	0	Yes
THEATRE AND DRAMA									
619	Special Topics in Theatre & Drama	Vanden Heuvel, Mike (Avant-garde Theatre)	3	Fall, Spring	0	0	3	4	Yes
		Hesla, James; Wagoner, James (Theatre History & Literature II)			20	0	17	2	
		Hesla, James; Wagoner, James (Theatre History & Literature I)			23	0	16	2	
URBAN AND REGIONAL PLANNING									
844	Housing and Public Policy	Paulsen, Kurt	3	Spring	0	13	0	11	Yes

Note: Unless otherwise indicated, all courses have 100% international studies content.

Project Goal #1 – Develop and Integrate a thematic Human Rights option as part of the current Global Security track in the International Studies program of study (Supports NRC Absolute Priority 1.1. & 1.2)

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Create a working group to develop a Human Rights curriculum into a thematic option to the current Global Security track of the International Studies interdisciplinary program of study.	A1. Create a Human Rights option working group consisting of two tenure-track faculty, one lecturer in the major, and the faculty director of the International Studies major to consider, review and oversee the option's integration into the major and related actions (Narrative, sect.6 and sect. 8)	Commitments from 3 working group members at large and appointment of the 4-person group by the Dean	Once	Dean's Office and IS faculty director	1	4	4	4	4
PM2. Human Rights working group begins meeting on a monthly or as-needed basis to develop and implement curriculum plan for option	A2. Develop the drafted curriculum and present it to the major's faculty committee for approval of a complete option path that defines a Human Rights concentration (Narrative, sect. 6 and sect. 8)	List of available and planned course offerings approved by the faculty committee	Once	Faculty Director and minutes of the faculty committee	0	1	0	0	0
PM3. Recruit 20-30 undergraduate students to the new Human Rights option to the Global Security track in the International	A3. Create internal promotion campaign focused on current and self-identified prospective International Studies students with two or more years left prior to graduation (Narrative, sect. 6 and sect. 8)	Make 5 announcements with associated information each semester over a four-month period at various venues and via social media.	Recurring until enrollment in the option reaches 20 - 30 students then as necessary to sustain and grow option	IRIS media and communications director; with supporting information from Registrar's data base	0	10	10	10	10

Appendix D 1 of 5

PR/Award # P015A180056

Project Goal #2 – International and Language Career-orientation (Supports NRC Absolute Priority 1.2)

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Create and initiate a sustained collaborative program to present a bi-annual “International Careers Boot Camp” for UW-Madison students (ICBC)	A1. Appoint an ICBC working group that represents primary stakeholders on campus and community and students; working group assumes administrative oversight for ICBC planning and execution (Narrative, Table 1-1, activity 2; and sect. 8.C)	Appointment letter from the executive director, IRIS	Annually	IRIS executive director’s records	0	1	1	1	1
	A2. Organize and deliver the 1 st and 2 nd ICBC events with participation targeting 30-50+ students (Narrative, Table 1-1, activity 2 and sect. 8.C)	Attendance count; event after-action report	bi-annual, fall semesters 2019 and 2021	IRIS executive director’s records	0	0	30+	0	50+
PM2. Create and initiate an “International Career Discussions” events	A3. IRIS organizes and delivers one international career discussion per semester for students of all levels (Narrative, Table 1-1, activity 3)	Event execution	2x annually	IRIS executive director’s records	0	1	2	2	2

Project Goal #3 – Expand International Interest student cohorts via second First-Year Interest Group (FIG) cohorts (Supports NRC Absolute Priority 1.1 and 1.2)

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Create a second First-year Interest Group (FIG) in international studies for first-year undergraduates in the theme “ <i>Human Rights in the 21st Century</i> ”	A1. Recruit a core IRIS faculty member and one or more IRIS lecturers with teaching and research interests in <i>Global Security and Human Rights</i> to develop a FIG curricular proposal to IRIS executive director, FIG office and the International Studies faculty director (Narrative, Table 1-1, activity 1; and sect. 8.A)	Proposal submission	Once	IRIS executive director’s records	0	1	0	0	0
PM2. Begin the newly created “ <i>Human Rights in the 21st Century</i> ” FIG course for the first cohort of 15+ students and repeat as able with a newly entered cohort two years later	A2. Begin teaching the “ <i>Human Rights in the 21st Century</i> ” curriculum in Fall 2019; and begin a second cohort every two years following on a sustained basis (Narrative, Table 1-1, activity 1; and sect. 8.A)	15+ students enrolled in the FIG and courses offered/taught	continuing	IRIS executive director’s records	0	0	1	0	1

Project Goal #4 – Sustain and Expand Teacher and Student Outreach Workshops in collaboration with Upper Midwest MSIs and Wisconsin Dept of Public Instruction to reach new audiences (Supports NRC Absolute Priority 2 and Competitive Preference Priorities 1 & 2)

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Expand Summer Teacher Workshop with Upper Midwest MSI schools of education to reach new regional K-12 teacher cohort	A1. Coordinate with partner MSI schools of education to establish, prepare and deliver thematic workshops each summer to offer regional K-12 faculty supportive teaching tools and materials relevant to internationally related classroom subjects and content (Narrative, sect. 9.D and Table 9-2)	Event Execution	Annually (Summer)	IRIS executive director's records	1	1	1	1	1
PM2. Sustain and expand the Global Youth Summit (GYS) for High School students and teachers	A2. Coordinate, plan and deliver with Wisconsin Dept. of Public Instruction annual GYS Saturday event on UW-Madison campus with tools, instruction and tips for how to internationalize at the school and community level. (Narrative, sect 9.C and Table 9-2)	Event Execution	Annual	IRIS executive director's records	1	1	1	1	1

Project Goal #5 – Expand and enhance the Wisconsin Intensive Summer Language Institutes (WISLI) (Supports NRC Absolute Priority 1.2)

		Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Increase total enrollments across WISLI languages by approximately 5% for the first two years and 3% for the second two years.	A1. With support from the UW-Madison International Division WISLI will expand marketing efforts to reach new audiences in higher education, as well as to government, military, and heritage language communities. (Narrative Table 1-1, activity 7; sect 9.B)	Student enrollment figures	Annual	UW-Madison Student Information System (SIS)	212	+5%	+5%	+3%	+3%
PM2. Increase Oral Proficiency Interview (OPI) testing in WISLI languages.	A2. Support additional OPI tests for 25 beginning level students (only at end of instruction). Support additional OPI tests for 25 intermediate and advanced level students (pre- and post-instruction). (Narrative, Table 1-1, activity 7; and sect. 3.C)	Numbers of pre- and post-OPI tests	Annual	Language Testing International (LTI)	0 (175 in 2018)	75 tests	75 tests	75 tests	75 tests
PM3. Organize and host Summer LCTL Career Fair	A3. With the UW-Madison Language Institute, Russian Flagship Program, and SuccessWorks, WISLI will host a biannual career fair to highlight opportunities with LCTLs and encourage advanced-level language study. Event includes WISLI alumni and open to WISLI participants, the UW-Madison campus, area community colleges, and businesses. (Narrative, sect. 9.B)	Attendee and exhibitor lists	Biannual	Registration numbers for attendees and exhibitors	0	100 Attendees, 10 Exhibitors		150 Attendees, 15 Exhibitors	

APPENDIX E:

IRIS Letters of Support



**Institute for Regional
and International Studies**
UNIVERSITY OF WISCONSIN-MADISON



College of Menominee Nation

June 14, 2018

Guido Podestá,
Vice Provost and Dean, International Division
University of Wisconsin-Madison
Office of the Provost
Bascom Hall
500 Lincoln Drive
Madison, Wisconsin 53706
University of Wisconsin Madison

Re: CMN SDI Letter of Support for UW Madison NRC Proposal to U.S Department of Education

Posoh (Hello) Dr. Podestá

As Director of the Sustainable Development Institute at the College of Menominee Nation I am writing to express my strong support for the UW Madison National Resource Centers application to the U.S. Department of Education Title VI competition. In the past few years we have collaborated with UW Madison in hosting international exchanges on CMN campus, at UW Madison events, and other events such as the UN Permanent Forum on Indigenous Peoples Issues. These activities provide opportunities for CMN, SDI and Menominee community members to learn more about other indigenous communities, which creates a better understanding to address issues common to our communities. Through the new proposal we hope to continue to build on these partnerships and opportunities to advance CMN SDI capacity to create and support exchanges with Indigenous communities from around the world on issues of sustainability.

If you have any questions please do not hesitate to contact me at 715/799-6226 or by e-mail ccaldwell@menominee.edu.

Respectfully,

Christopher M. Caldwell,
Director of Sustainable Development Institute
College of Menominee Nation

Cc: Dr. Paul Trebian, President, College of Menominee Nation

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June 14, 2018

Guido Podesta
Dean, The International Division

The Native Nations - UW Working Group was established in 2016 to foster collaborative research, teaching and outreach activities among the 11 Wisconsin Tribes, the University of Wisconsin - Madison, and University of Wisconsin Extension.

As coordinators of the Working Group we strongly support the proposals of the National Resource Centers on campus to the U.S. Department of Education Title VI competition to work with the Tribal Colleges in Wisconsin, particularly the College of Menominee Nation, to incorporate international, intercultural, or global dimensions into their curriculum. We will be building on three years of successful activities and a vibrant dialogue among all the partners and we look forward to continue working with the NRCs to achieve such goals.

Best wishes,

Paul Robbins
Director

Nelson Institute for Environmental Studies

University of Wisconsin-Madison Science Hall 550 N Park Street Madison, WI 53706 nelson.wisc.edu

Director's Office Phone: 608-265-5296 Fax: 608-262-0014

Academic Programs Office Phone: 608-262-5896 Fax: 608-262-2273

APPENDIX F: Sample Position Description Templates



Position Descriptions Order
1. Lecturer
2. Visiting Lecturer
3. Financial Specialist
4. Project Assistantships
5. Student Hourly Assistants



(Template for Area Studies, Language and Culture)

Working Title: **Lecturer**

Official title: SENIOR LECTURER(D80BN) or LECTURER(D80DN) or ASSOC LECTURER(D80FN)

Degree and area of specialization:

Minimum of a master's degree in XXXX XXXXX language or Area Studies, Linguistics, Second Language Acquisition, or a related field plus fluency or near-native fluency in the language taught and in the English language (required).

Minimum number of years and type of relevant work experience:

Three years of college/university experience preferred in teaching. Familiarity with current issues in language pedagogy and training in language proficiency are also preferred.

Position Summary:

The XXXX XXXXX Language Institute is an intensive language program offering instruction at the Elementary, Intermediate, and Advanced levels of XXXX languages each term. Courses are presented via various teaching formats to include classroom lectures and discussion, films, integrated media and social events/activities.

Principal duties:

Under supervision of the Faculty and Associate Director of the XXXX XXXXX Institute, and in coordination with other faculty and staff members, perform the following duties:

- Teach one XXXXXX Language at the elementary, intermediate, or advanced level in an intensive format.
- Prepare syllabus, lesson plans, and teaching materials; prepare, administer, and grade classroom and home assignments and exams; and hold office hours.
- Supervise the Faculty Assistant or Teaching Assistant assigned to the section, if applicable.
- Prepare teaching materials for assigned language and course-level for future use.
- Participate in all sessions of pedagogy workshops organized by the Institute, in addition to the assigned teaching and preparation of materials.
- If selected to teach Elementary XXXXXX and with assistance from the blended technology team, prepare activities for an online delivery system.

A criminal background check will be conducted prior to hiring.

A period of evaluation will be required



POSITION VACANCY LISTING

University of Wisconsin-Madison

PVL#

Employee class: Academic Staff
Department(s): INTL DIV
Full time salary rate: Minimum \$XX,XXX (9 months)
Depending on Qualifications
Term: This position will end XXXX XX, XXXX 75%
Appointment percent: XXXX XX, XXXX
Anticipated begin date: 1
Number of positions:
Department Contact:

Phone: 608-XXX-XXXX
Phone TTY: 608-XXX-XXXX
Fax: N/A
Email:

HOW TO APPLY:

Please use the UW-Madison online job portal for applications. Applications sent by mail or email will not be accepted. Required application materials for the online portal will include a letter of application, an up-to-date curriculum vitae, and a document listing which language you are applying to teach. Finalists will pass through a second round of screening and may be required to submit additional information. Finalists will be contacted and given instructions for the second screening. Position will remain open until filled. Please contact the department or institute before submitting an application after the assured consideration deadline. Notifications may come in late spring.

To ensure consideration, application must be received by: XXXX XX, XXXX

If you need to request an accommodation because of a disability you can find information about how to make a request at the following website: <http://www.oed.wisc.edu/478.htm>

NOTE: Unless confidentiality is requested in writing, information regarding the names of applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.

For more information on the University of Wisconsin-Madison Office of Human Resources please see <http://www.ohr.wisc.edu/>

*For more information on the University of Wisconsin-Madison see our home page at <http://www.wisc.edu/>
For UW Madison Campus Safety Information see <http://www.students.wisc.edu/safety/>*



POSITION VACANCY LISTING
University of Wisconsin-Madison

PVL# 91193

FILLED

06/16/2017

Working Title: **Visiting Lecturer**

Official title/code: VISITING LECTURER(D81DN)

Employee Class: Academic Staff

Major Department: A102000 / INTL DIV/IRIS INST REG INTL ST

Other Department(s):

Full Time Salary Rate: ACADEMIC (9 months)
Maximum: (Not Advertised) Fixed
Extraordinary Salary Range: No

Terms: This position will end XXX

Appointment Percent: 25%

Anticipated Begin Date: XXX

Waiver Reason(s): 2 YEARS OR LESS

Waiver for:

PVL Type: New Position

Prior Incumbent:

Number of Positions: 1

Underutilization: Minority: X Women: X **Wisconsin Caregiver Law:** No

Fund-Activity-Account: 101 - 2 - 2000

Additional Funding: VCRGE Funded: No Continuing Studies Funded: No

To ensure consideration, application must be received by:

Primary Contact:

Kristine Schutte
500 Lincoln Dr
264c Bascom Hall
Madison, WI 53706-1314

Phone: 608-262-5804
Phone TTY: 608-263-2473
Fax: N/A
Email: kschutte@international.wisc.edu

Administrative Contact:

Joel Michor
500 Lincoln Dr
Bascom Hall
Madison, WI 53706-1314

Phone: 608-265-6640
Phone TTY: N/A
Fax: N/A
Email: jmichor@international.wisc.edu



Degree and area of specialization:

Bachelor's degree required, master's preferred

Minimum number of years and type of relevant work experience:

Minimum of 2 years experience in International Criminal Justice

Position Summary:

The lecturer will teach International Studies XXX XXX

Principal duties:

The lecturer will teach International Studies XXX XXX which will meet weekly on Tuesdays during Fall Semester, XXX. In addition to preparing a syllabus for the course and preparing and delivering lectures and other in-class work to be carried out during class time, the lecturer will hold office hours for the benefit of students, engaging them on course material and on subjects connected to the course (two or three office hours per week will be expected); prepare and grade examinations and assignments such as written papers as outlined in the syllabus; and assign and record final grades for each student. It is expected that the lecturer will enjoy collegial engagements with faculty members, staff members, and students in the International Studies Major and the Institute for Regional and International Studies (IRIS) and make himself available for occasional guest lectures and/or research presentations in departments and other units that might ask. In particular, IRIS will be grateful if the lecturer will agree to give the Fall Semester IRIS Lecture (a 30-minute presentation) during the first week of classes to IRIS faculty and staff members.

Number of individuals supervised: 0

A period of evaluation will be required

Approved by:

(Principal Investigator/Employer)

Date

(Department Chairperson)

Date

(Dean/Directors)

Date

UW-MADISON INTERNATIONAL DIVISION FINANCIAL SPECIALIST 2 TEMPLATE

CLASSIFICATION TITLE OF POSITION

FINANCIAL SPEC 2

POSITION SUMMARY

This position is responsible for developing and maintaining financial data and all related record-keeping activities for area studies centers in the International Institute at the University of Wisconsin-Madison. The incumbent independently performs exact accounting and analytical financial services for contributing units. The person must work as a contributing team member by demonstrating a commitment to organizational success, working in autonomous but collaborative units and working with Dean's-level financial staff in ID. This position requires comprehensive financial knowledge, advanced computer, written and oral skills, and excellent management and organizational skills. The person in this position must have the ability to interpret complex rules and regulations at the University, College, and departmental levels and must possess familiarity with financial policies and procedures of external granting agencies.

PERCENT GOALS AND WORKER ACTIVITIES

- | | | |
|-----|-----|--|
| 30% | A | PROVIDE FINANCIAL SUPPORT AND RECONCILIATION OF GPR AND NON-GPR FUNDS |
| | A1. | Establish and maintain a comprehensive computer-based financial system. Using existing financial data in WISDM, track all accounts (101, 133, 136, 144, 150, 233 etc.) for the three contributing centers. Reconcile WISDM against the accounting systems. Resolve discrepancies in a timely manner, working with appropriate campus offices (UW Business Services, Research and Sponsored Programs, ID Dean's Offices). |
| | A2. | Maintain knowledge of ending dates of all funds. Monitor fund accounts to ensure that budgets are accurate. Prepare regular budget projections and expenditure reports for each unit, in compliance with campus and/or external funder reporting requirements. Balance and close accounts at end of each grant cycle. |
| | A3. | Monitor transactions charged to funds to ensure compliance with university rules and regulations relating to purchasing, accounts payable, payroll, personnel, and research administration. Gain knowledge of rules and regulations of external grantors. Resolve all accounting discrepancies, initiating salary or non-salary cost transfers when appropriate. |
| | A4. | Maintain knowledge of auditing and oversight requirements of external granting agencies. |
| 30% | B | BUSINESS SUPPORT FOR ALL INSTITUTE AND AREA STUDIES CENTER FUNDS |
| | B1. | Develop and manage accurate procedures for processing invoices, vouchers, and other financial documents. Assign program numbers to ensure appropriate accounting to activity/program. |
| | B2. | Prepare expenditures for supervisors; signature (or electronic approval) for the units; accounts. Compute and prepare requisitions, requests for expense reimbursement, and fee payments. Ensure class codes and other pertinent information are accurate and comply with university rules and regulations; submit to relevant Dean's office for processing. |
| | B3. | Receive, document, and deposit money received and process refunds according to the rules and regulations of the University. |
| | B4. | As the site manager for each units Pro-Card, maintain appropriate source documents, make funding edits as directed by Center staff, work with Center staff to resolve disputes with vendors. |
| | B5. | Process e-reimbursements for guest lecturers; as needed, serve as designee for entering travel and expense reports and staff on e-reimbursement. Provide advice to center faculty and staff on use of e-reimbursement. |
| | B6. | Prepare required paperwork (e.g. PIRs, third-party tuition forms, Direct Payments) for all three centers. Assist each centers FLAS coordinator with collection of required documentation (W-4s, W-9s, Certification of Eligibility) from students and tracking payments to ensure compliance with University and Federal policies. Keep a ledger account of all FLAS expenses (tuition, stipend, travel). |
| 20% | C | PERSONNEL/PAYROLL SUPPORT |

- C1. In conjunction with Center supervisors and with Division-level payroll staff, prepare JEMS documentation for student hourly, academic staff, graduate assistant, and zero-dollar honorary fellow appointments (create and terminate appointments, adjust pay rates as necessary, and assign funding.)
- C2. Initiate and maintain a file of all forms needed for recruitment, hiring and appointment of Center employees.
- C3. Document work eligibility of all new hires; obtain appropriate payroll forms and letters of acceptance. Maintain auditable I-9 files and work with Division-level staff on processing Criminal Background Checks.

15% D GENERAL CENTER SUPPORT

- D1. Provide mail, email, and telephone coverage for each assigned Center. Serve as contact with the public. Respond to inquiries.
- D2. Order fleet cars and parking permits as requested by staff.
- D3. Order office and program supplies (obtain estimates, specifications, etc.). Maintain accurate and current records of the unit inventory and capital equipment. Maintain office equipment. Coordinate equipment service.
- D4. Assist with maintaining security of unit office and equipment; issue keys and record distribution.
- D5. Archive departmental records. Ensure timely and confidential archiving or disposal of outdated materials.

5% E OTHER DUTIES AS ASSIGNED

- E1. Serve on Administrative Teams.
- E2. Attend training seminars and workshops to keep current on changing rules and regulations and to learn new software applications and required programs, and to develop and refine further skills related to professional growth.
- E3. Activities as assigned by supervisor.

KNOWLEDGE AND SKILLS

1. Knowledge of complex financial management and budgetary practices and principles.
2. Knowledge of University and International Division policies and procedures Knowledge or ability to understanding of
3. UW-Madison accounting and reporting systems.
4. Experience interpreting multiple sets of reimbursement rules and regulations (State, Federal, external grantors).
5. Proficient in Microsoft Excel and Word. Experience with or the ability to learn other accounting and data-management software (e.g. Quickbooks, Microsoft Access).
6. Proficient in web-based accounting systems, such as WISDM or Peoplesoft.
7. Ability to maintain confidentiality and exercise good judgment.
8. Excellent written and oral communication skills.
9. Ability to work independently to make decisions and resolve problems.
10. Excellent organizational and time management skills; ability to handle multiple tasks.
11. Ability to work as a contributing team member of the Institute and area studies centers.

SPECIAL REQUIREMENTS

ADDITIONAL

REQUIREMENTS: n/a

HOW TO APPLY:

Please use the UW-Madison online job portal for applications. Applications sent by mail or email will not be accepted. Required application materials for the online portal will include a letter of application, an up-to-date curriculum vitae, and a document listing which language you are applying to teach.

Finalists will pass through a second round of screening and may be required to submit additional information. Finalists will be contacted and given instructions for the second screening. Position will remain open until filled. Please contact the department or institute before submitting an application after the assured consideration deadline. Notifications may come in late spring.

To ensure consideration, application must be received by: XXXX XX, XXXX

Application deadline is Monday, XX XXXX XXXX at 4:30 p.m.

SCHEDULE COMMENTS

7:30-2:00, Monday-Friday, but can be flexible.

Call for Applications and Position Description

Graduate Project Assistantships in International Studies Administration

The Institute for Regional and International Studies (IRIS), a unit in the UW-Madison International Division, anticipates multiple openings for graduate student project assistants for the duration of the 2018-19 academic year.

Project Assistants will be based in IRIS but some may be assigned, for one semester or two, to one of the regional centers that make up IRIS (for a list, see iris.wisc.edu). All appointments will be at 50 percent and require 20 hours of work per week, with compensation at the standard 50 percent PA level and full tuition remission and other assistantship benefits.

The purpose of the PAships is twofold: (1) to help IRIS and its constituent centers accomplish necessary work and (2) to help prepare selected students for jobs after graduation that may entail or include administration.

Thus, we are especially interested in applications from students whose academic work focuses on some aspect of regional and international studies, who anticipate careers that might involve administrative elements, and who would appreciate receiving training and mentoring in international studies administration.

Duties

PAs will work under the general supervision of the IRIS executive director but will be assigned specific roles and supervisors within IRIS and/or its constituent centers, some appointments shifting between the fall and spring semesters, depending on needs and PA skills. Among the duties that some or all PAs will be assigned are:

- Assistance in grant applications, grant compliance, and grant reporting, including careful compilation of data for entry into on-line reporting systems.
- Event planning, including content planning and logistics such as venue selection and reservations, program design, air ticketing, hotel booking, publicity, and communication with participants and campus financial specialists to ensure proper documentation and timely payment of honoraria or reimbursements.

- Regional and international studies communication, including crafting compelling content on multiple platforms to inform campus and off-campus constituencies of activities, opportunities, and events in regional and international studies.
- Working with our business/operations office, requiring familiarity with databases & spreadsheets, ability to adapt to new systems quickly, highly attentive to detail while processing data & forms rapidly, and an ability to manage sometimes-confidential information.
- Layout, editing, author/editor communications, marketing, and other work associated with journals and publications based in IRIS centers.
- Assist IRIS centers with website maintenance and updating content. A working knowledge of html/css, proficiency in customizing Wordpress templates, and experience with both website design and maintenance would be useful.
- Other administrative work as assigned.

Eligibility

Applicants must be UW-Madison graduate students in good standing, making normal progress toward a graduate degree. Applicants must have experience outside the United States and currently working on a degree that has an international research dimension, ideally including sustained research abroad.

Applicants should apply for general consideration. We will make assignments based on needs and candidate abilities, meaning that applicants should not apply for specific duties or work in specific centers. However, application letters should clearly outline the range of the applicant's interests and experiences that might bear on selection and assignment.

To Apply

Submit an approximately two-page letter of application, a current CV, and, on a separate sheet, the names and contact information of two persons, ideally including the applicant's academic advisor, whom we might contact for references if the applicant becomes a finalist. The application letter should be addressed to:

PA Selection Committee
Institute for Regional and International Studies
University of Wisconsin-Madison

No mailing address is needed as it will be handled digitally.

Please assemble these three documents in a single pdf, with your full name as the file name, and attach the pdf to an email message to awards@iris.wisc.edu. The subject of the email message should be "20XX-XX PA Application."

For full consideration, please apply before 4pm on XXXXXX, May XX, 20XX.

Questions about the assistantships may also be addressed to the email address above.



DIVISION OF
International Studies
UNIVERSITY OF WISCONSIN-MADISON

International Studies Assistant (Student Hourly)

UNIT/LOCATION: UW-Madison Institute for Regional and International Studies (IRIS) located in 301 Ingraham Hall, 1155 Observatory Drive, University of Wisconsin-Madison, Madison WI 53706-1397

COMPENSATION: based on qualifications

DATES OF EMPLOYMENT: Beginning XXX XX XXXX

HOURS OF WORK:

- Part-time (10-15 hours/week)
- Schedule is flexible, based in part on student availability. Some evening and weekend hours may be required for special events/projects.

RESPONSIBILITIES:

The Student Assistant will be responsible for the following tasks (EXAMPLE ONLY):

Visitors/Events

- Gather info and compile packets
- Help plan itineraries
- Escort visitors around campus
- Prepare nametags
- Assist with event set-up
- Reserve rooms
- Schedule meetings
- Make copies of applications
- Help with promotion/social media
- Organize files
- Update electronic records and paper files

Special Projects

- Background research and materials development for projects

General office work

- Filing
- Copying
- Walking documents to campus offices

QUALIFICATIONS:

- Administrative or general office skills/Excellent written and oral communication
- Computer competency (word processing, spread sheets, power point, web research)

- Organizational /time management skills
- Public relations /Events management
- Marketing and social media

HIRING INFORMATION:

- Apply by sending your resume to kschutte@bascom.wisc.edu
- Deadline for assured consideration: **submission by 5 p.m. XXXX XXXXX**

The Division of International Studies values diversity and is an equal opportunity employer.

UW-Madison Institute for Regional and International Studies

§602(e) Statutory Requirements: DIVERSE PERSPECTIVES

1. How the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs

UW-Madison is motivated by the drive to advance knowledge across a wide spectrum of fields of study and research arenas. The scholarly advancement of knowledge *requires* weighing competing perspectives to arrive at provisional truths that are then retested and considered prior to reaching evidence-based conclusions. Further, the pursuit of knowledge demands recognition that provisional truths are themselves never sacrosanct and must continually be tested by the consideration of evidence that might revise existing conclusions and amend our understanding of the world.

UW-Madison remains acutely aware of the limitations of our own knowledge and ambitiously seeks other viewpoints to understand more completely the world's challenges and opportunities. In 1894, at a meeting of the Wisconsin Board of Regents, an anonymously composed sentence was entered into the minutes that declares our dedication to the salient role of truth in higher education: *"Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."* Today, over a century later, this verse remains highly relevant, a reminder of the educator's role as the keeper of diverse thought – the forum in which the "sifting and winnowing" reside.

IRIS is entirely committed to the equitable development and acquisition of knowledge. Evidence-based truth is reached only by weighing competing perspectives – the very essence of sound teaching and scholarship. The absence or neglect of perspectives that offer divergent and sometimes even singular voices would negate outright any claim to scholarly process. Our mission as an institution of higher learning rests on the foundation of inquiry, a process built on exhaustive consideration for the widest variety of perspectives and views.

UW-Madison's Division of Diversity, Equity & Educational Achievement leads university-wide efforts to create diverse and inclusive learning and working environments for all students, faculty, and staff. Diversity plans include multi-faceted provisions to recruit and retain students from every underrepresented group. As a result, over 16% of our student body and about 15% of university faculty are currently members of underrepresented minorities. Another 9% of students and 7% of the faculty are from abroad—bringing with them perspectives and ideas that inform and often even revise our own.

To support the above philosophy, we bring diverse sets of speakers to our campus programming and to outreach events; ensure a wide spectrum of backgrounds, experiences and perspectives among our visiting scholars, professors of practice, and researchers; and award scholarships, grants and support to the most deserving competitive plans of study and research—encouraging divergent perspectives in the spirit of inquiry. We recruit students, faculty and staff from every country, region, ethnicity, heritage, philosophy and experience, and choose syllabus readings and lessons that explore diverse approaches to issues and challenges rather than ignoring or clouding "other" perspectives. In so doing, we confront very deliberately the intellectual perils of settling into a mode of thought that justifies dominant views rather than challenging them.

UW-Madison Institute for Regional and International Studies

§602(e) Statutory Requirements: AREAS OF NATIONAL NEED

2. How the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education as well as in areas of need in the education, business and nonprofit sectors

The Institute for International and Regional Studies (IRIS) deliberately encourages government and related public service in areas of national need, as identified by the USED, as well as related endeavors in the professional fields of education, the sciences, business and industry, and the non-profit sector.

Our International Studies undergraduate degree programs of study offer tracks in *global security* (with a newly introduced *human rights* theme); *in politics and public policy* and in *culture in the age of globalization*. Each of these options requires coursework that leads students through the relationship between cultural nuance and public policy, decisions and behaviors. Additionally, our graduate degrees, certificates and awards for financial support encourage students to pursue an array of interdisciplinary programs of study that incorporate cultural and regional studies while also developing foreign language skills. Cooperative fields in all of our degree programs often are education, engineering, business, public health or a variety of physical and life sciences. These programs and degrees prepare students at all levels for careers in government and military service as well as roles in a wide variety of other needed endeavors such as education, international business, or nonprofit/nongovernmental organizations.

IRIS partners with the UW-Madison Language Institute on its popular “Language for Life” lecture series, which features UW alumni using their world language expertise in a variety of career paths. We coordinate with the Government Careers Specialist in the College of Letters & Science Career Services office, to plan events where students learn about opportunities to apply language and area studies skills in government service and about navigating the federal job applications system (USAJobs). IRIS also collaborates closely with other NRCs at UW-Madison as well as with academic departments to invite to campus representatives of federal agencies to meet with students and inform them about public service. We encourage students interested in opportunities in government, education, business, and non-profit sectors to use the online “Go Global!” resources to guide their inquiries and interests.

Additionally, our students often participate in the Washington D.C. Semester in International Affairs, sponsored by the UW-Madison International Division, which allows eligible students to undertake coursework on-site in our nation’s capital while integrating a one-semester internship to gain insight into the functioning of government agencies, business, and nonprofit/nongovernmental organizations. The current IRIS executive director is a former senior leader in federal service who often advises students on preparation for potential career paths in public service utilizing their international studies and language expertise. We actively seek external mentors for students who are interested in federal agencies that are not represented in the backgrounds of UW-Madison faculty and staff members – placing students in personal contact with current practitioners to discuss professional opportunities. UW-Madison’s proximity to the state capital offers access to internship and student-employment opportunities that often become thresholds to jobs in public service following graduation.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

U.S. Department of Education, National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

CFDA 84.015A

National Resource Center for International Studies

Submitted by: Univ. of Wisconsin-Madison Institute for Regional and International Studies

P.I.: Ellen Sapega, Faculty Director, IRIS

Proposed Budget Four-Year Overview

	<i>base rates (Yr 1)</i>	Year 1 8/15/2018 - 8/14/2019	Year 2 8/15/2019 - 8/14/2020	Year 3 8/15/2020 - 8/14/2021
1. Personnel (1% salary increase per year)				
1. Administrative (Narrative, pp. 11)				
Ellen Sapega, Faculty Director, University funded, non-Title VI		\$0	\$0	
Ron Machoian, Executive Director 100% time in the center, 50% of salary (balance University) (Fringe benefits 33.3% = \$16,317 in Year 1)	\$98,000	\$49,000	\$49,490	\$
Csanad Siklos, Assistant Director for Students and Curriculum 100% time in center, salary = \$62,092, University funded, non-Title VI		\$0	\$0	
Mark Lilleleht, Assistant Director for Awards 100% time in center, salary = \$63,860, University funded, non-Title VI		\$0	\$0	
Mary Jo Wilson, Assistant Director for Business Operations 100% time in center, salary = \$63,819, University funded, non-Title VI		\$0	\$0	
Sarah Ripp, Assistant Director for Programming and Communications 100% time in center, salary = \$62,000, University funded, non-Title VI		\$0	\$0	
Felecia Lucht, Director of the Wisconsin Summer Language Institutes (WISLI) 100% time in center, salary = \$62,000, University funded, non-Title VI		\$0	\$0	
Financial Specialist, supervised by the Assistant Director for Business Operations 100% time in center, salary = \$45,000, 1/3 on this grant (Fringe benefits 42.5% = \$6,375 in Year 1)	\$45,000	\$15,000	\$15,150	\$
Student hourly assistant to help with WISLI programming (Narrative, p. 33) 10 hrs/week in academic yr, 20 hrs/week in summers	\$12.00/hour	\$6,720	\$6,787	\$
SUBTOTAL ADMINISTRATIVE		\$70,720	\$71,427	\$

2. Language Instructional (Narrative, pp. 32)				
Summer Lecturer in Turkish (APTLII)	\$50,000	\$12,500	\$12,625	\$
100% for 8 weeks (Fringe benefits 33.3% = \$4,163 in Year 1)				
Summer Lecturer in Burmese (SEASSI)	\$50,000	\$6,250		\$
50% for 8 weeks (Fringe benefits 33.3% = \$2,081 in Year 1)				
Summer Lecturer in Tamil (SASLI)	\$50,000		\$6,313	
50% for 8 weeks (Fringe benefits 33.3% = \$2,081 in Year 1)				
SUBTOTAL LANGUAGE INSTRUCTIONAL		\$18,750	\$18,938	\$
3. Area and Other Instructional				
Practitioner in residence in International Human Rights: to teach and connect undergraduate International Studies majors with careers		\$35,000	\$35,350	\$
50% time (Fringe benefits 33.3% = \$11,655 in Year 1)				
(Table 1-1, Activity 5, Narrative pg. 28)				
Graduate student hourly assistant to serve as a resource person to students enrolled in the International Studies FIG - costs shared with other NRCs		\$1,000	\$1,000	\$
(Fringe benefits 3.1% = \$31 in Year 1)				
(Table 1-1, Activity 1)				
SUBTOTAL AREA AND OTHER INSTRUCTIONAL		\$36,000	\$36,350	\$
4. Outreach Personnel				
Nancy Heingartner, Assistant Director for Outreach		\$0	\$0	
100% time in center, salary = \$62,400, University funded, non-Title VI				
Outreach Student Assistant (Student hourly) (Narrative, pg. 11)		\$3,000	\$3,000	\$
(Fringe benefits 3.1% = \$93 in Year 1)				
SUBTOTAL OUTREACH PERSONNEL		\$3,000	\$3,000	\$
SALARIES SUBTOTAL		\$128,470	\$129,715	\$1

2. Fringe Benefits (3.5% fringe benefit rate increase per year)				
33.3% of academic staff salaries (\$102,750 in salaries on Title VI, 2018-19)		\$34,216	\$35,768	\$
42.5% of university staff salaries (\$15,000 in salaries on Title VI, 2018-19)		\$6,375	\$6,664	\$
23.8% of teaching assistant salaries (\$51,000 in salaries on Title VI, 2018-19)		\$0	\$0	
3.1% of student hourly wages (\$10,720 in wages on Title VI, 2018-19)		\$332	\$368	
FRINGE BENEFITS SUBTOTAL		\$40,923	\$42,800	\$
3. Travel				
1. Foreign				
Faculty development in human rights: research/curriculum development travel support, one international studies assistant professor (Narrative, p. 4)		\$2,000	\$2,000	\$
Partnership/internship development in international business and human rights: Annual trip by one center staffer and one Wisconsin School of Business faculty member to establish opportunities for students to help private sector further human rights (additional funding from School of Business or other non-Title VI sources) (Narrative, p. 29)		\$2,000	\$2,000	\$
2. Domestic				
Conference travel by IRIS assistant directors: NAFSA or other domestic conferences in international studies/human rights (1 trips @ \$2,000 each)		\$2,000	\$2,000	\$
Conference travel support for International Studies Major faculty members (2 trips @ \$1,000 each)		\$2,000	\$2,000	\$
Travel by Assistant Director for Outreach to Community College Master Teacher Workshop in Washington state (Wisconsin and Washington have partner programs with some joint staffing and observation (Narrative, pg. 44)		\$1,000	\$1,000	\$
TRAVEL SUBTOTAL		\$8,000	\$8,000	\$

4. Equipment		\$0	\$0	
5. Supplies				
1. Library acquisitions, Memorial Library (Narrative p. 25)		\$4,000	\$4,000	\$
2. Teaching materials for presentations to future teachers in schools of education UW-Madison International Education FIG (Table 1-1, Activity 10; Table 3-1, and Narrative pg. 28)		\$300	\$300	
Presentations to education students at MSIs (Narrative, pp. 43)		\$800	\$600	
3. Teaching materials for teacher workshops International Studies workshops in Madison (Narrative, pp. 42)		\$500	\$500	
Annual Children's Literature Workshop (Narrative p. 43)		\$500	\$500	
4. Materials and booth rental for presentations at conferences for in-service teachers: Wisconsin Council for Social Studies, International Education Council of Wisconsin (Narrative, p. 42)		\$500	\$600	
5. Office supplies & printing: newsletters, poster, curriculum materials, etc. For symposia and lectures		\$1,000	\$1,000	\$
For teacher workshops / community outreach		\$1,000	\$1,000	\$
For WISLI Summer LCTL career fair		\$1,000	\$0	\$
SUPPLIES SUBTOTAL		\$9,600	\$8,500	\$
6. Contractual		\$0	\$0	
7. Construction		\$0	\$0	
8. Other				
1. Visiting speakers for international human rights seminars and courses (Narrative, pp. 28-29)		\$2,000	\$2,000	\$
2. People in the World: A College Readiness Day on World Regions for high school students from historically underserved communities (Table 3-1, pg. 15)		\$1,500	\$1,500	\$
3. World Languages Day Professional services (1 @ \$1,000), curriculum materials, and supplies (Table 9-2, pg. 45)		\$2,000	\$2,000	\$
4. Teacher workshops: Community College Master Teacher Institute: support for teachers to attend, room rental, and supplies (Narrative p. 47)		\$10,000	\$10,000	\$
5. Teacher workshops: K-12 teachers and prospective teachers support to attend, room rental, and supplies (Narrative, Section 9, p. 42-43)		\$2,500	\$2,500	\$

6. International Careers Boot Camp (Table 1-1, Activity 2, and Narrative pg. 39)	\$1,200	\$1,400	\$
7. Institutional cooperation: Summer Portuguese Institute (Narrative, p. 32)	\$1,000	\$1,000	\$
8. Institutional cooperation: Eastern Consortium for Turkish (Narrative, p. 32)	\$1,000	\$1,000	\$
9. Institutional cooperation: Midwest Institute for International Education (Narrative, p. 44)	\$2,500	\$2,500	\$
10. Impact and Evaluation of the NRC: SWEPT, GLOWS, ASAS (Narrative, pp. 17)	\$1,500	\$3,000	\$
11. Global Health and Human Rights: from classroom to practice (Table 1-1, Activity 4, and Narrative pp. 4, 28)	\$18,000	\$12,000	\$
12. External oral proficiency testing fees (\$140 per test) for WISLI students (Table 1-1, Activity 7, and Narrative pp. 17, 35) Test half of beginning level students only at end of instruction, est. 25 students per year	\$3,500	\$3,500	\$
Test half of intermediate and advanced students pre- and post-instruction, est. 25 students per year	\$7,000	\$7,000	\$
13. Community college international studies mini-grant program (Table 9-2)	\$4,000	\$4,000	\$
14. WISLI Summer LCTL career fair (Table 1-1, Activity 7) Venue: room rental and participant refreshment breaks	\$500		
Airfare for keynote speaker	\$600		
15. World Cinema Day (Narrative pg. 42)	\$1,200	\$1,200	\$
16. Events and Logistics Support: International Studies FIG courses School of Education Globalization FIG (Table 1-1, Activity 10, and Narrative pg. 47) International Studies Human Rights FIG (Table 1-1, Activity 1)	\$1,000	\$2,000	\$
	\$1,000	\$2,000	\$
17. UNA-USA Dane County annual public luncheon (Narrative pg. 45)	\$500	\$500	\$
18. Communications and media support	\$500	\$1,500	\$
OTHER SUBTOTAL	\$63,000	\$60,600	\$
9. TOTAL DIRECT COSTS	\$249,993	\$249,615	\$2
10. INDIRECT COSTS (@8% of all direct costs)	\$19,999	\$19,969	\$
NRC GRAND TOTAL	\$269,992	\$269,584	\$2

U.S. Department of Education, Foreign Language and Area Studies Program

CFDA 84.015B

National Resource Center for International Studies

Submitted by: Univ. of Wisconsin-Madison Institute for Regional and International Studies

P.I.: Ellen Sapega, IRIS Faculty Director

Funds are requested for the study of: Arabic, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish

Proposed FLAS Budget Four-Year Overview

<u>Academic Year</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Graduate student awards			
Institutional Payment, 3 @ \$18000	\$54,000	\$54,000	\$54,000
Subsistence Allowance, 3 @ \$15,000	\$45,000	\$45,000	\$45,000
Undergraduate student awards			
Institutional Payment, 3 @ \$10,000	\$30,000	\$30,000	\$30,000
Subsistence Allowance, 3 @ \$5000	\$15,000	\$15,000	\$15,000
Total: Academic Year	\$144,000	\$144,000	\$144,000
<u>Summer</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Graduate student awards			
Institutional Payment, 12 @ \$5000	\$60,000	\$60,000	\$60,000
Subsistence Allowance, 12 @ \$2500	\$30,000	\$30,000	\$30,000
Undergraduate student awards			
Institutional Payment, 6 @ \$5000	\$30,000	\$30,000	\$30,000
Subsistence Allowance, 6 @ \$2,500	\$15,000	\$15,000	\$15,000
Total: Summer	\$135,000	\$135,000	\$135,000
FLAS GRAND TOTAL	\$279,000	\$279,000	\$279,000